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ABSTRACT

This document consists of the four issues of a newsletter published during 1998. Typical articles explore topics in literacy education, media, and technology: "Not a Myth but a New Reality: What IALS [International Adult Literacy Survey]-like Tests Measure" (John Comings); "Who Will Train the Teachers?" (Winston Emery); "Drawing More Links to Literacy"; "How One Teacher Links Drawing and Writing" (Isa Helfield); "The Janus Project"; "Faith, Hope and Data: Are They Compatible?"; (Linda Shohet); "Remembering Paulo Freire"; "Faith, Hope and Charity: What Adult Education 'Means'" (Allan Quigley); "Media Literacy, Information Technology" (Chris Abbott); "Adult Literacy and Technology" (Donald Strong); "Adult Competency Assessment: What Is Being Measured?"; "Getting Past Either/Or" (Linda Shohet); "Behaviour and Beliefs of Volunteer Literacy Tutors" (Catherine Hambly); "Adult Basic Education in the Workplace"; "Where Does Adult Basic Education Fit in the New 'Systems' Approach to Workforce Development?" (Paul Jurmo); "'Power Point' to the People: Technology in a Basic Skills Program" (Cherrye Witte); "Literacy in the Next Milennium" (David Crystal); "By the Light of Local Knowledge" and "Literacy for Which Millennium" (Linda Shohet); "Measures of Literacy: IALS at Home and Abroad"; "Canadian Print Media Coverage on Adult Literacy, 1982-1996"; "Adult Literacy and Technology: Testing Claims"; "Community Learning Networks"; "Community Video: A Route to Democratic Literacy" (Fred Campbell); "Technology for Learning: Content Precedes Technique" (Dirk Schouten, Rob Watling); and "A Tutoring Service Checklist" (Edward Gordon). Each issue contains recommended readings, book reviews, information summaries, letters to the editor, educational resources, and information about literacy conferences. (KC)

ED 424 351

Literacy across the Curriculum
Volume 13
1998

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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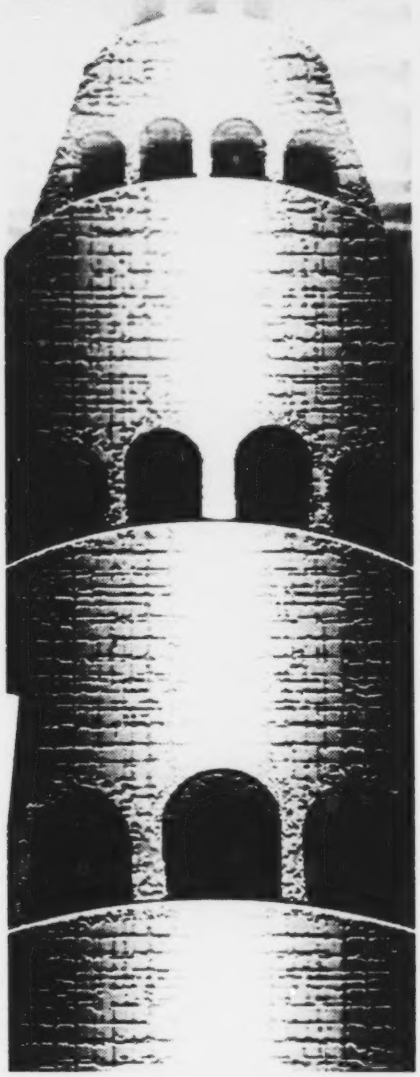
VOLUME 13 • NUMBER 1

Literacy across the curriculum MEDIA FOCUS

LAC MF

Connecting literacy, media and technology in the schools, community and workplace

BABEL, BELIEFS & LITERACY



Babel Tower, a richly textured novel by British writer A.S. Byatt is organized around the Babel myth. It opens with several epigraphs including one from Nietzsche —"I fear that we are not getting rid of God because we still believe in grammar."

Those of us working in literacy as researchers or teachers are reluctant to address the extent to which religiously derived beliefs and values continue to infuse our theories and practices in language and literacy. The story of Babel, at a deep level, still colours many explanations of language diversity and of the difficulties of communication between cultures and classes. In some cases, it continues to affect academic research and school language policies. Byatt weaves her novel around some of these threads.

Regardless of their origin, those of us in literacy hold strongly to the belief systems that underlie our work and argue passionately for our positions.

Diverse positions

LAC Volume 13, No.1 offers a number of examples of ongoing academic arguments about literacy and of diverse practical applications in school and community. Harvey Graff and Brian Street take issue with Stan Jones's response to their separate articles on IALS (Volume 12, Nos. 2,3,and 4), and Stan Jones responds. John Comings has some further thoughts on all three commentaries, extending the discussion into the newly researched area of health and literacy.

In the classroom describes a local student publication of poetry and drawing that was launched in print and on the Internet and covered by a television crew.

Reviews and **Resources** looks at some traditional materials for family literacy and at sample school materials for media education. An overview of the Janus Project on Women and New Learning Technologies raises concerns that have implications for literacy teaching in the future. Finally, our program of workshops and

CONTINUED ON PAGE 2

INSIDE

3 To ponder
4 IALS: Letters – Graff, Street and Jones
7 IALS: Further thoughts– John Comings
8 Who will train the teachers? Winston Emery
14 In the classroom: Drawing more links
16 The Janus Project
19 Reviews:
  • Book Bridges
  • Put it in Print
22 Resources: Media education
23 Conferences
24 Announcements

The Centre for Literacy Montreal, Quebec

Literacy across the curriculum MEDIA FOCUS
LAC MF

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The Centre for Literacy/
Le centre d'alphabétisation
is a resource centre and teacher-training project designed to provide training, research, and information services which promote and link the advancement of literacy in the schools, the workplace and the community. The Centre gratefully acknowledges the support of the National Literacy Secretariat, Human Resources Development Canada, and Dawson College.

Literacy for the 21st century
Literacy encompasses a complex set of abilities to understand and use the dominant symbol systems of a culture for personal and community development. In a technological society, the concept of literacy is expanding to include the media and electronic text, in addition to alphabetic and number systems. These abilities vary in different social and cultural contexts according to need and demand. Individuals must be given life-long learning opportunities to move along a continuum that includes the reading and writing, critical understanding, and decision-making abilities they need in their community.

The opinions expressed in articles, other than those signed by the editor(s), are those of the author(s) and do not necessarily reflect the philosophy or policy of The Centre for Literacy.

seminars for 1997-98 opens with an International Literacy Day public discussion lead by Dennis Baron and called "The Subject is Grammar," which could bring us full circle back to Babel.

The debates go on.

A new look of integration

As *LAC* begins its thirteenth year of publication, we are making some changes that reflect our own positions about literacy.

The most overt change is the title which will now be *Literacy Across the Curriculum / Media Focus*. It integrates what have previously been two strands of our work — the exploration of traditional literacies of home, school and workplace, and the focus on an expanded notion of literacy informed by the influence of media and new technologies.

When we began to comment on media literacy in 1990, we saw our audience as being different from the audience for *Literacy Across the Curriculum* who were generally teachers, researchers and policy makers with a primary commitment to print. So we designed *Media Focus* as a supplement insert. Although we always saw a strong link between the two, we knew that many readers read only one or the other of *LAC* and *Media Focus*.

We think that has changed. Although many people still find the links among print, media and technological literacies contentious, there is an increasing audience who shares our larger notion of literacy as outlined in our working definition—that is, as a complex set of abilities to understand and use the dominant symbol systems of a culture for personal and community development. In a technological society, the concept of literacy is expanding to include the media and electronic text, in addition to alphabetic and number systems.

Our new title reflects our intention to address these issues holistically. For those who may still want to read only media articles, we have put the tag MF at the top of the page on every article that is primarily about media.

The Centre is a unique setting. It is the only place we know where teachers from all levels, tutors, parents, community workers, health care providers, researchers, policy makers and members of the media constantly find themselves sitting at the same tables – talking, exploring, and arguing.

Our resource centre and program of workshops, seminars and special events are the physical meeting grounds. Our website has enabled us to move into cyberspace. We hope that, in another medium, this newsletter offers some of the same opportunities to challenge fixed ideas and create new patterns of understanding literacy in all its complexity.

We welcome your comments.
[LS]

1

On calling a teacher a teacher

The American poet Kenneth Koch...[d]iscussing the poetry workshops he conducted for elders in nursing home settings.... offers the following observations. His good advice is worth quoting at length.

> *It seems obvious that many more people like those I taught, as well as those less ill than they, are capable of writing good poems and liking it. Their ability to do so is in most cases restricted by their not knowing about poetry or by their knowing about it in the wrong way, thinking of it as something obligatorily rhyming and abstract and grandiose and far from anything that they could do well. A teacher, of course, can show them what poetry is and show them how close to it they already are.* (Koch1977)

"A teacher, of course, can show them..." Notice that Koch says *teacher* and not "facilitator" or "fellow writer" or "member of a writing community," or whatever other term happens to be popular. I, of course, write with the elders and share my pieces along with the others. But I am more than simply another writer or a model. I have spent most of my professional career engaged in the exploration of reading and writing, and I have written much more than the other members of the group. Thus, when it comes to writing, the elders expect me to act as a teacher, as one who knows more about the process and to whom they can turn for advice and direction.

I am stressing this because I think it is an important point. Sometimes when I am reading the professional literature dealing with literacy education for adults and for those in grades K-12, I get the impression that "teaching" is a word with negative connotations. Instead, the authors of these books and articles highlight such terms as "coaching," "becoming partners in learning," "engaging oneself and one's students in inquiry," "empowering adults," "committing class suicide in order to help liberate adults," and so forth. I agree with most of the concepts behind these terms, but teachers teach. This is especially important for those working with elders who have definite notions of what it is a teacher should do and "may want structured, lecture-format learning experiences" (Scales, 1996, p.225).

Francis E. Kazemek, "They have yarns: Writing with the active elderly," *Journal of Adolescent & Adult Literacy* 40:7 (April 1997) pp. 519 - 520.

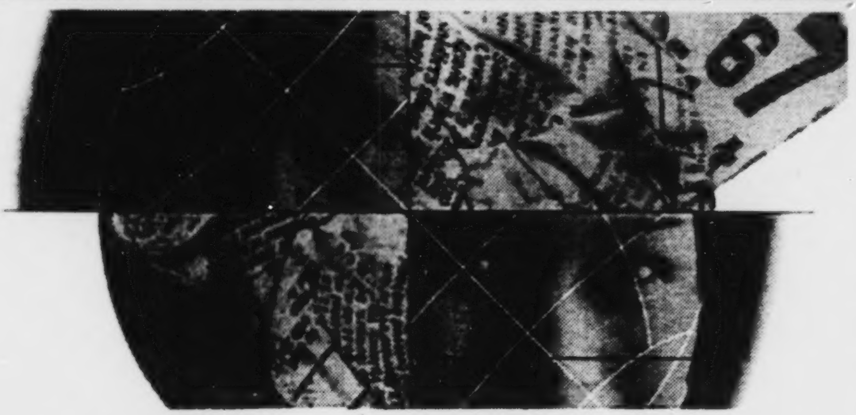
2

On electronic media and reading

Up to now the debate over the Internet within the humanities has been conducted in terms of the printed book. In *The Gutenberg Elegies*, Sven Birkerts asks "What is the place of reading...in our culture?" (15) and he answers that it is increasingly shrinking, with the attendant effects of the loss of deep thinking, the erosion of language, and the flattening of historical perspective. Birkerts calls on us to resist the tide of electronic media; his last words in the book are "refuse it." It's disappointing for someone as thoughtful as Birkerts to allow his book to derail by collapsing all electronic media into a single form and then offering an either/or vision of the future. Anyone who has used email knows that it bears little similarity to television beyond light appearing on a screen, and we haven't thrown away pencils, legal pads, or the good books that Birkerts loves to curl up with.

The more misleading either/or that Birkerts posits, however, is that reflective thinking can occur only in acts of reading. I would like to let him in on a little secret that writing teachers know: college students often become more careful, critical, and appreciative readers after a semester in a writing course. I'm learning that little secret again. This semester for the first time I am devoting a significant part of a writing course to graphic design, and I am discovering that after years of attempting to teach students to analyze images, they learn much more quickly when they create images of their own. Active learners can think reflectively about any human symbolic activity whatever the medium.

Lester Faigley, "Literacy After the Revolution," *College Composition and Communication* 48.1 (February 1997), p.40.



LETTERS TO THE EDITOR

A Response to Stan Jones' "Ending the Myth of the 'Literacy Myth": A Response to Critiques of the International Adult Literacy Survey" which appeared in *Literacy Across the Curriculum*, 12, 4 (1997)

Stan Jones's text raises many questions about literacy studies today and about literacy and its uses. We responded separately — not as a singular "Graff&Street"as Jones recasts us — to *LAC*'s invitation to critically comment on the path-breaking *IALS Survey*. Neither of us criticized Jones specifically nor did we make the kinds of accusations for which he attacks us when he takes "grave exception to these [alleged] charges...that the [IALS] misrepresents what literacy is and makes false claims about the relationship between literacy and other characteristics of individuals and societies." We have seen and commented on the *Survey*, but Jones also refers to *Reading the Future: A Portrait of Literacy in Canada* (among other items) which we have not.

Although he does not intend it, Jones's reproaches do more to reinforce our respective perspectives on literacy than to refute them. Regardless of his selective reading and misreading of our comments — and our other writings — and his selective stating and misstating of our views, the stakes in ongoing debates about literacy/ies' relations to the polity, economy, society and culture are very high. Jones's defensiveness reflects the present moment and underscores that, despite typical notions of social science, reading and writing are inseparable from other human characteristics and from concrete contexts of application in ongoing lives. Literacy/ies are highly charged topics and, as shown in our respective other writings, are also historical and ideological topics and products.

Jones is a creative and interpretive reader in his efforts to take meaning from what each of us wrote. He "invents" a "fictitious" author— Graff&Street – and a "fictitious" text, as all readers, to some extent, must. Of course, Graff and Street are two independent students of literacy who share certain fundamental conceptions and presumptions but who do not agree on all matters and who responded individually to the *IALS Survey*. We resist reduction to one single entity.

INTERNATIONAL
ADULT
LITERACY
SURVEY

IALS
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ENQUETE
INTERNATIONALE SUR
L'ALPHABÉTISATION
DES ADULTES

In Jone's constructed context, he includes on the one hand the supposed "brief prominence" of Graff&Street's alleged "view of literacy and a view of learning and social science research in general ...[which] has failed to deliver insights which are helpful..." Jones never states those views, a key failing in his efforts to refute them. Nor does he actually refute them or cite others who do. In our reading, the "prominence" has been longer, the insights helpful, and the influence major and persisting as citations among other forms of assessment show.

On the other hand, Jones's "invention" of a text to condemn is more radical. He reads not only selectively but with a high degree of simplification and abstraction. This is especially the case with respect to historical research, "skills and jobs," and "cognitive outcomes." In each of these areas, Jones recreates our arguments out of context in order to dismiss them either by reference to studies unavailable to us and/or by argumentation in the form of seemingly logical dismissive assertions: "I have

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never understood why researchers such as Graff&Street....": "I know of no logical bar to....": "It seems to me that even for the 19th century....."

Jones has little to say about anything that either Graff or Street actually wrote in their respective commentaries in *LAC* or in their major publications. Other than the *LAC* commentaries, he cites only the 1979 first edition of Graff's *The Literacy Myth*, but none of Street's critical ethnographic or Graff's other historical critical books. This failure to read the key literature, together with a decontextualized abstracting mode of reading and writing reflect Jones's project of resurrecting a decontextualized, uncritical conceptualization of literacy (ringingly confirmed in his final sentence).

Jones draws upon a range of rhetorical strategies in his efforts to repudiate the "claims" of the fictive" Graff&Street." He relies upon two principal genres, blurring the border between them: the assertion of the charges and accusations of the legal brief (with complications and contradictions dismissed, and authorities cited as if they were formal precedents) and the certainty of outmoded notions of science. Neither of these rhetorical modes supports balanced scholarly exchange.

From a posture of objectivity and presumption of statistical authority, Jones nonetheless does ideological combat throughout his text. The guise of (social) scientific certainty is anachronistic in the 1990s. For example, when Jones states statistical "relationships" that the IALS supports, he implies that Graff&Street hold there to be none. The latter is simply untrue: Graff and Street's concerns lie in the strength and the nature of those relationships and their actual meanings for lived lives. In addition to simplification, caricature, or distortion, Jones includes references to empirical data from unpublished materials of which Graff and Street had no knowledge and to which they had no access. As rhetorical strategy, Jones's move is unscholarly. And citing either more or better data by themselves or making further assertions about them, instead of offering critical interpretation, are not the issue.

In order to research these meanings for lives, scholars from many disciplines in recent years have developed complex theoretical and methodological approaches, which we cited in our comments but Jones has chosen to ignore. We reiterate these major issues raised by the literature in order to shift the agenda beyond the narrow reductionism of the IALS and to help establish the basis for serious and sensitive research into people's everyday literacy practices:

1) The methodological issue
How exactly was the IALS data collected? Under what conditions? Did teams go into people's houses and present them with documents like in a school exam? What was the discourse and what were the interactional relations with respondents? This level of qualitative "validity" issues is not mentioned, even in Jones's response to us.

2) The literacy issue
What sources in theory and methodology are available to help us describe the complex and varied literacies of people's

'How exactly was the IALS data collected? Under what conditions? Did teams go into people's houses and present them with documents like in a school exam? What was the discourse and what were the interactional relations with respondents? This level of qualitative "validity" issues is not mentioned, even in Jones's response to us.'

everyday lives? We cited some of the large literature that addresses this but Jones refers to none of it. apart from a passing dismissal. Intriguingly. he does cite a forthcoming IALS monograph by Willms in which "the connection between parental circumstances and child's literacy" is seen to vary from province to province. but Jones appears to think this supports his universalistic model of literacy rather than our situated or contextualized one. How do we describe the different kinds of literacy practices in which people engage? How do we take account of power relations. cultural differences. local meaning? These complex research questions are flattened out in the IALS approach. and richness and complexity are lost.

3) The value issue

The value position Jones puts forward needs critical examination. He might believe that "society" privileges one kind of literacy over another (therefore implicitly accepting the multiple literacies view that he seems explicitly to reject). but the basis for this assumption needs questioning. All his data show is a correlation between scores on the test and categories of social activity constructed in some economistic model of employment. participation. etc. There is no space in this statistical frame for asking the question: "How do particular forms of literacy achieve dominance and marginalize other forms?" By dint of the way it is collected and interpreted. the IALS data may simply privilege the kind of literacy advocated by a particular elite and thereby reinforce contemporary arrangements and relationships.

In concluding. Jones states his normative political concerns about "preserving or increasing funding for literacy." We are very sympathetic. But this statement should lead his text because it influences what follows. In the end. Jones falters on the point of myth. which is not synonymous with the false or erroneous. When he writes. "Hopefully. IALS has ended another 'literacy myth.' the myth that literacy doesn't matter." the fallacy is his own. For neither Graff nor Street has ever made such a statement. We are concerned about the specific and the general way in which literacy matters. and about how ineffectively we have appreciated the complexities. limits. and very real powers. These concerns continue to matter greatly. And therein lies the "literacy myth" about which we write.

This response was drafted to meet severe space limitations: much of importance remains on the table for discussion.

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Street. Brian V. (1984). *Literacy in Theory and Practice*. Cambridge: Cambridge University Press.. ed.

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Harvey J. Graff.
University of Texas at Dallas

Brian V. Street.
King's College. University of London

Stan Jones replies:

Brian Street and Harvey Graff tell us little that is new in their letter on my response to their criticisms of the International Adult Literacy Survey and so my reply will be short.

The group that produced IALS is concerned with individual differences in skill. how these arise. and what the consequences of the differences are. These are not issues that principally concern Graff and Street. Given that we are working from different traditions and have different goals. it is not surprising that we value different approaches and evaluate work differently.

Readers will have to judge whether the approach Graff and Street advocate invalidates the one which informs IALS; they obviously think so. but I clearly think otherwise. That the literacy model. essentially a cognitive model of reading. that informs IALS has been widely taken up as a framework for literacy policy by literacy workers and official agencies in Canada and the US suggests that it satisfies a need for a systematic approach to thinking about and acting on literacy issues. an approach that had previously been lacking. That. to us. is the

Not a myth but a new reality: What IALS-like tests measure

John Comings, NCSALL,
Harvard University

I found the Graff, Street, and Jones articles published in Volume 12, numbers 2,3, and 4 of *LAC* very thought provoking, and saw obvious merit in the arguments of each. Like many in the field of adult literacy, I have been struggling for years to understand the underlying issues in this discussion. In my experience, the deficit model is inappropriate for organizing instruction for adults, but I believe that the acquisition or improvement of literacy skills, as measured by an IALS-like test, does have a positive effect on adults. Why do these have to be contradictions?

Test scores on the IALS correlate strongly with income. Richard Murnane and Frank Levy (1996), using both quantitative data and qualitative case studies in the US, came to the conclusion that high levels of reading, writing and math skills (at approximately IALS level 3), along with basic computer skills, oral communications skills and group problem-solving skills, are now essential to individual economic success for most workers in the US. Other researchers in the US (Parker, et al., 1997) have found a strong correlation between an IALS-like test and a patient's understanding of oral instructions provided by a doctor.

I feel comfortable saying that an IALS-like test measures only one kind of literacy, but it does seem that this form of literacy is critical in two areas — employment and health — in industrialized countries. Most likely, correlations exist between this kind of literacy skill and other important parts of contemporary life in industrialized countries.

Health and literacy in the developing world

Research in Third World countries has shown a strong relationship between women's educational level and positive health and family planning indicators (Grosse and Auffrey, 1989), even after such factors as socio-economic status are controlled. A group of Harvard researchers, headed by Robert LeVine, have been investigating the mechanisms that mediate between women's schooling and these positive health and family planning indicators in Mexico, Nepal, Zambia, and Venezuela (LeVine, et al., 1994; Joshi, 1994). Since most of the educated women in their sample had only attended school for a few years, and those schools employed teaching by rote memory and provided very little time on task, LeVine assumed that the effect must be from socialization in the school setting. In fact, his group found literacy skill level, as measured by a test, to be a factor that predicts health outcomes.

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most important validation of our work, not the response of academics.

It has occurred to me that we might well have communicated better had we described what we studied as reading rather than as literacy. For this reason I prefer the title of the Canadian study (*Reading the Future*) to that of the international study (*Literacy, Economy and Society*). I think literacy has become a much debased term, not just because it has attracted a long list of modifiers (computer literacy, media literacy), but also because its core reference to reading has been blurred.

Two recent studies that I have found most stimulating in my work –Alberto Manguel's richly thought provoking *A History of Reading* and Janice Radway's *Reading the Romance* (surely the best ethnography of literacy around) – both say they are about reading. Both, in their own way, talk about how the act of reading is an essentially *anti*-social act (Radway's informants talk about how "getting lost" in their books is one of their pleasures in reading), even though the result of reading may be the basis for a "community of readers". That IALS has helped revive interest in the cognitive act of reading in the adult literacy community I regard as one of its major achievements.

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Stan Jones, Carleton University

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The LeVine group also looked at how well these women understood oral health messages that were played on a tape recorder. This oral communications ability proved to be related to literacy skill level as well. It appears that an oral skill (either cognitive or social) is learned while learning how to read and write. The subjects in LeVine's studies were women who had gained their literacy skill in formal schooling. Research underway now is applying their approach to women who have gained their literacy skill as adults in literacy classes.

LeVine also employed a test of decontextualized oral communications ability (Snow, 1991, 1993) and found that test scores correlated to both literacy skill and to health indicators.

Decontextualized oral communications is speech that is oriented to the listener: it is the form of language used in most educational settings. Use of decontextualized language indicates that the speaker is taking account of the contextual facts that the listener might not know and providing them in the speech. It is characterized by use of broader category names (furniture in reference to a chair) and greater detail that orients the listener to the speaker's situation. Tests of decontextualized language skills measure the way in which people explain a picture or the detail that they provide when they define a list of nouns.

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Links between oral and written language

Most written language is different from most oral language. Purcell-Gates (1995) points out in her fine ethnography of a family literacy intervention that if you record and transcribe the conversation that takes place around a family's breakfast table, it will make little sense to an outsider. If you go to a conference and listen to someone read their academic paper, you'll find it difficult to pay attention. These are two extremes of a continuum between contextualized and decontextualized communications, but both can be written and spoken.

Working Papers on Literacy

The Centre for Literacy has published the first of a series of occasional Working Papers on Literacy. Because interest in the subject is high, Paper No.1 is a collection and reproduces articles on IALS by Graff, Street and Jones which originally appeared in Volume 12 of *LAC*.

It can be downloaded from our website at
http://www.nald.nald.ca/litcent.htm
Bound copies can be ordered from The Centre for Literacy,
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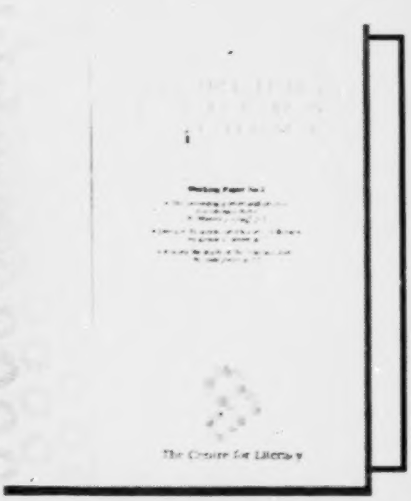

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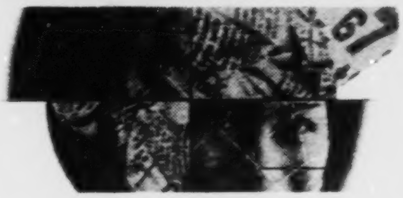


'The importance of the skill measured by the IALS is not a myth; it is a new reality. It may be that these skills developed out of the European and North American cultures, but the people who live in the newly industrialized countries of Asia, Latin American, and Africa value these skills as well.'

In decontextualized communications, the two people involved must fill in the context for each other. In written communications, the two people are usually separated by time and space and so the writer must provide the details of the context. In some situations, speech has elements of decontextualized communications, talking on the phone or listening to a radio, for example. Even when two people are in the same room, for example a doctor and patient, they may need to provide quite a lot of context information to each other.

In cases where literacy skill level predicts increased income in jobs that don't appear to need much literacy skill, it may be that this oral communication skill, learned through acquiring and improving literacy skills, is the mechanism. It can also explain the findings that IALS-like scores predict understanding of oral health care communications.

One of the critical ways in which the world is changing is the increasing need to be able to deal with decontextualized communications, in writing and orally. It could be that learning the type of literacy measured by an IALS-like test, or improving literacy skills, leads to both written and oral skills. These communications skills are now part of everyday life for people who live in the IALS countries and is becoming part of the life of everyone in the world.

In interviews with women who had just learned to read in a literacy class in Nepal, one woman said about health education messages in the literacy text:

"In the village, I used to hear about the kinds of things we learned in class. People used to talk about things that can happen. Then, when I read it in the book, I felt it was really true and that it can happen to anyone. It's not just stories or rumors. The book confirmed it for me. So if we are able to read, then we will understand more of what we are hearing and what we didn't know before." (Comings, et al. 1994).

This woman has learned something more than how to read and write.

New realities – new needs

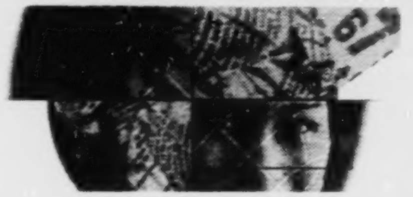
If a higher level score on the IALS predicts a greater chance of economic success in industrialized countries, then every adult should have a real opportunity to gain or improve this form of literacy and the oral communication skills that appear to be related to it. In addition, they should have the opportunity to gain the broad range of skills identified by Murnane and Levy. This need for what Murnane and Levy call the New Basic Skills may not have existed in the 19th Century, but there is compelling evidence that it exists today. Of course, someone might choose not to participate in these kinds of work, but that should be their choice, not the result of inadequate opportunity to learn.

Having said this, I remain committed to a learner-centred, participatory approach to instruction that helps adults gain these skills — an approach that starts with the strengths that each adult brings to his or her learning and focuses on the context within which that learner finds meaning. I don't see a contradiction between this approach to instruction and the findings of the IALS. A real opportunity to learn does not start with a list of deficits, nor does it start with a denial of the present reality. An adult can accept that he or she needs to improve a skill, and there is no reason why this can't be seen as an opportunity for growth rather than as admission of a deficit.

The importance of the skill measured by the IALS is not a myth: it is a new reality. It may be that these skills developed out of the European and North American cultures, but the people who live in the newly industrialized countries of Asia, Latin American, and Africa value these skills as well. The threats to their cultures do not come from schooling but from the oral culture of television, movies and popular music.

The fine work of Scribner and Cole did not "provide the definitive account to what can legitimately be claimed about the relationship between literacy and cognitive processes;" it provided insights into this relationship. The IALS does not prove that providing adults with education that raises their score on its test will lead to increased income, but the IALS makes a good case that further research may show that to be true. The work of Robert LeVine, Victoria Purcell-Gates, and others is providing additional insights. Some time in the future, we will have the definitive answer to these questions. To get that answer, we will have to depend on both quantitative and qualitative research because each provides a different kind of insight.

For now we are left with what we have. IALS makes a powerful case in support of providing adults with a real opportunity to improve the literacy skills it measures. The work of Brian Street, Hanna Fingeret, Paulo Freire, and others provide us with a positive approach to instruction. A useful next step would be to provide a number of learner-centred adult literacy programs with sufficient resources to do a really good job, and then use quantitative and qualitative methods to describe and measure the impact of participation in these programs on the lives of adult learners. This research will show an increase in an IALS-like test score, but more importantly it will identify the wide range of types of impact that participation has on individuals, their families, and communities. Then, we would be in a position to argue with policy makers that they should widen their view of impact.



> *'IALS makes a powerful case in support of providing adults with a real opportunity to improve the literacy skills it measures. The work of Brian Street, Hanna Fingeret, Paulo Freire, and others provide us with a positive approach to instruction.'*

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John P. Comings is Director of the National Center for the Study of Adult Learning and Literacy (NCSALL) at Harvard University Graduate School of Education, Cambridge, Massachusetts.

Who will train the teachers?

Media education and teacher education

Notes from McGill – Part 2

Dr. Winston Emery,
McGill University

In the last issue of Media Focus, Winston Emery described a course that he and a colleague at McGill University have developed to prepare new teachers to both use and teach about media and new technologies. In this issue, he concludes the description and invites response.

Pedagogy: The organization and delivery of the course

In the course requirements, we have attempted to incorporate some aspects of what might be called student-centered or non-hierarchical teaching. This is probably most evident in the evaluation scheme, where students select and justify pieces for the portfolio and establish their own criteria to evaluate their performances; but there are other activities in the course that adopt student-centered stances and require students to contribute substantially to making the course content. What follows are some details of our pedagogy and organization of the four components of the course.

I. Working groups - our basic unit of administration

At the first meeting of the class, we give students a survey asking about their previous experiences and expertise with media and technology. Using this we group them in sixes, attempting to ensure that each group has a mix of people with varying levels of experience and expertise. Following some initial negotiation (switching of allegiances according to mutual interests and availability to work), each group exchanges contact information (names, interests, phone numbers, e-mail addresses etc.) and gives themselves a name. They then plan how they will complete the activities on the checklist. Some of the activities are fixed — dates are predetermined; others are left as open blocks of class time during which students are expected to learn how to use the media hardware and design lessons or units for possible use in school [See BOX 1].

II. Group Logs

To help the students organize their group activities and to signal to them that we value their planning and working on them we have instituted a system which requires the group to keep track of their activities; we also require that students develop a scheme to evaluate the performances of their colleagues as teachers and as students. This enables

BOX 1

Organization of Operation of Equipment and Systems/Design and Planning

MEDIA	COMPUTERS
VCR and Video Camera	General Applications (Clarisworks)
ACR and 35-mm Camera	Internet and CD ROM
OHP	E-mail

Explanation:

- Students act in pairs as **teachers** or **students.**
- Pairs of teachers teach the rest of the group one system, e.g., VCR and Video Camera, and prepare resources for teaching.
- Students demonstrate use of system and prepare LUP (Lesson or Unit Plan for elementary or secondary school students).
- The teachers and students consult resource people to learn how to use the system. Resource people consist of faculty, staff and other students who have expertise in the use of the system.
- Half the class begins by learning the media systems, while the other half learns the computer systems. At the halfway point of the course, they switch.
- We allocate three class periods or approximately 31/2 hours for the **teachers** to teach their group three systems and the same amount of time for the **students** to demonstrate their knowledge of the system and present their lesson ideas for their group.

students to establish criteria for later self-assessment in the portfolios. [See BOX 2 for a copy of the handout we give to students.]

III. Designing and planning:

In their groups, the students develop lesson and unit plans for school use and present these as part of their demonstration of their mastery of the technological system. These lesson and unit plans are also evaluated by the students in their groups.

IV. Media literacy theory and practice

In a series of workshops, we introduce the students to the concept of media literacy and to two of the conceptual frameworks for media education: Eddie Dick's model of TEXT, AUDIENCE and PRODUCTION, and the "Signpost Questions" model presented in Secondary Media Education published by the British Film Institute.

Following some practice, we ask the students to select a media text of their choice and, using one of the conceptual frameworks, to present an analysis of it to their working group. Class time is allocated for this; each working group is left to arrange space for presentations and organize the order and format. The students give feedback and suggestions to their colleagues so that they can do a re-work of their analysis for a portfolio submission. In addition to analysis, students are producing messages through their use of each technological system. We require that at least one of the lessons or unit plans (LUP) be for media education. Again, these lessons are presented and critiqued in the working groups, prior to submission in the students' portfolios. As background reading for LUP activities we provide articles by Masterman and Bazalgette.

• Technology education: A problem-solving process

In two workshops, students are introduced to the concept that technology can be viewed as a process by which problems can be solved through the manufacture of an artifact. They then apply it by

BOX 2

Keeping a group log: Evaluating activities

We would like you to begin the process of evaluating the learning in this course. One of the things you should be doing is keeping track of what your group plans and talks about. For each meeting, someone should keep notes on what happened, what your decisions were and who is doing what, when. If you haven't started doing this, start today. At the very least you should have a list of each others' phone numbers and who the experts are for the first period of instruction. You should also have scheduled your instruction periods. Have someone responsible for taking care of the file with this information.

From time to time you should get together and discuss what is working and what problems, if any, you are having. This, too should be recorded. Keeping track of what you are doing is an important part of the evaluation process.

For your first instructional period (and/or all subsequent activities), in addition to keeping your own individual Master checklist, you should develop evaluation criteria and a form for recording how well each of you did in your task. You should also develop criteria for how well you are working together and, at the end of each segment, assess this.

The criteria should be developed now so that everyone knows what to pay attention to when doing the work. At the very least, you should consider:

- how well the experts organized and taught you the operations of the equipment/program/environment;
- how appropriate and useful the resources were;
- how well you operated/used the equipment/program/environment;
- how appropriate/imaginative your ideas were for application of this technology in the elementary classroom. (Here you could use the criteria developed in the series of presentations made by Professor Gradwell, and some of the theory in the textbook.)

From time to time, we would like to see your log file, so make sure the person responsible brings it to class each day.

constructing one or more three dimensional objects that would help their students learn. The objects may be ones that the teacher could use as part of a demonstration; they could also be models that their students might construct in order to understand theoretical concepts that become much clearer if seen in three dimensional form. Students are required to submit their construct object in their portfolios. Again, the working group is the locus of brainstorming ideas, getting feedback and advice as students are producing the object. Students may collaborate on constructing the objects and may jointly submit them. Each student must present an individual explanation of how the object was produced, for what purpose, what problem it solves and what it shows about his/her understanding of technology.

• Technology education - Critical readings

As a follow up to the workshops and activities in Media Literacy, we ask students to read several articles "against the grain." (The textbook and many of the other resources put on reserve in the library take the adoption of media and computer technology in education for granted.) Daniel Chandler's article raises the issue of technological or media determinism; a brief speech by Steven Hodas of Sterling Software raises the implications of computer use for pedagogy; Eugene Provenzo realizes the spectre of control and indoctrination in a post-typographic culture and Norman Henchey discusses means and ends — the reduction of curriculum to technique and its implications for the Quebec school system. We then hold a Forum on Implication of Technology for Education and students use the discussion as a basis for their own stance on media and technology in education.

Conclusion

We have tried to build a course in media education which adheres to the goals of media education curricula. It is education about media, although, in our case some of the education is through media. It presents media languages, codes and conventions and requires students to develop these. It specifically addresses the key concepts and conceptual frameworks of media literacy and asks students to analyze and produce media messages. It situates media education in the larger context and asks students to take a critical stance. It operates a pedagogy in which students determine, to a considerable extent, the nature of specific content, the use of time, the style and pace of learning. We have attempted to develop a non-hierarchical teaching stance (Masterman) in which teachers and students are all learners.

We would be interested in knowing from other media educators of similar initiatives in pre-service teacher education and we would appreciate feedback from the media education community.

Dr. Winston Emery, Associate Professor, Department of Educational Studies, McGill University, has had experience in all aspects of professional media production. He currently teaches English Language Arts Curriculum and Instruction and Media Education to both pre-service and graduate teachers. He can be reached at McGill University Faculty of Education, 3700 McTavish, Montreal, QC, Canada, H3A 1Y2. Tel.: (514) 398-6746, ext. 5168.
E-mail: INWE@MUSICB.MCGILL.CA

Teaching teachers for the 21st century:
Media and technology

an Academic Alliance evening sponsored by
The Centre for Literacy and
The Association of Teachers of English of Quebec (ATEQ)

Leader: Winston Emery and students, McGill University
Date: Tuesday, October 14, 1997
Time: 7:30 - 9:30 p.m.

Winston Emery and his students will talk about a new course in media and technology (described in the last two issues of *LAC*) that is preparing teachers for the classrooms of today and tomorrow. They will discuss the connection of this course to their other education courses and to their experience in practice teaching. R.S.V.P. 931-8731 ext. 1415.

Drawing more links to literacy

Student book launch in print and on the Net

When my colleague Catherine Bates and I published *Drawing: a link to Literacy* in 1993, we had little sense of who might read it or use it, and less sense of where and how.

As one outcome of a teacher research project on student writing and art in a Fine Arts class at Dawson College, the collection of work has a brief theoretical chapter arguing for the place of drawing in adult literacy learning. So we were not surprised when a number of literacy and adult basic education teachers began to order it for their students. Still, we could never have anticipated the diverse ways in which creative teachers could use it to spark student response.

One of these teachers is Isa Helfield who has been using it with her adult students in a first-year high school English class in Montreal. **In the classroom** shares the story of a special edition of poems and drawings by Isa's students which was launched in print and on the Net on May 14, 1997.

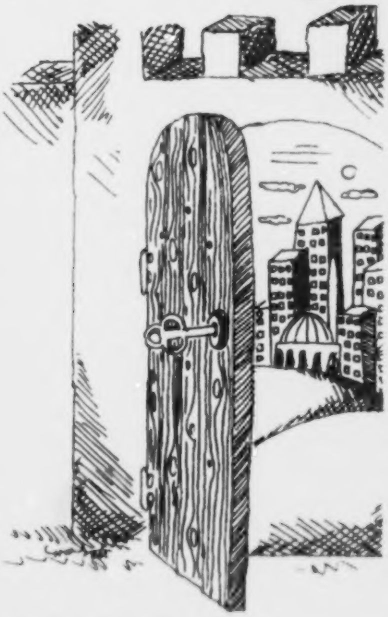
Isa has been collecting and sharing samples of student work for several years, but this spring a number of events converged. Her class met daily for an intensive six weeks; the students had support from a computer teacher through a local volunteer program; and one student in the class had prior experience in graphic layout. The students invested themselves so fully in their writing project that by the time Isa brought me laid out copies of their poems and drawings, it was an opportunity not to be missed. They had called their collection *Something on my Mind*.

We decided to print enough copies for the entire class and to arrange a formal launch at The Centre three weeks later for the students, their friends and families. But I also contacted the National Adult Literacy Database (NALD) which hosts a weekly launch on the Internet of a piece of student writing from a literacy or adult basic program somewhere in Canada. They agreed that they would launch the entire book on the same evening as the print launch, provided the students gave permission. They did.

Then we decided to send out press releases. After all, how often do adult beginning writers have their work published, let alone in two media?

CBC Montreal called. As the local media sponsors of the annual Golf Day for Literacy in Quebec, they wanted to create a short documentary on literacy to run after the newscast on the day of the tournament. They chose our launch.

An extremely sensitive producer and cameraman filmed the entire event, interviewed students, listened to them read their poems and captured their intensity as they saw their work unscroll on the Internet.



This is the key

This is the key of the kingdom.

In thy kingdom, There is a city.

In the city, There is a town.

In thy town, There is a yard.

In thy yard, There is a lane.

In thy lane, There is a house.

In thy house, There is a room.

In thy room, There is a bed.

On thy bed, There are
some flowers.

Flowers on the bed, Bed in
the room.

Room in the house, House in
the yard.

Yard in the lane, Lane in
the town.

Town in the city, City of
the kingdom.

Of thy kingdom, This is the key.

– Esther Ariwei
from *Something on my Mind*

"It's too exciting!" beamed one of the writers in a vibrant green and fuchsia sari. "It comes from the heart.." sighed another. The crew visited Isa's current class the following week to film a new group of students at the beginning of the process. The documentary aired on the 6:00 p.m. edition of CBC Newswatch in Montreal on May 27. [LS]

Something on my Mind *can be downloaded from NALD at www.nald.ca through the icon Canadian Literacy Resources. It is also on the website of The Centre for Literacy at www.nald.ca/litcent.htm The print version of Something on my Mind is $4. Drawing: a link to Literacy is $8. Both can be ordered for $10. from*

The Centre for Literacy,
3040 Sherbrooke Street West,
Montreal, QC, Canada, H3Z 1A4.

Make cheques payable to The Centre for Literacy.

Are you interested in publishing your students' work? See *Put it in Print*, REVIEWS p. 21, for a guide to to publishing adult literacy student's work.

How one teacher links drawing and writing

Isa Helfield,
High School of Montreal

Despite the brief six weeks my students and I spent together, we came to know each other quite well. We found the common thread that tied us together— our humanity. No matter the diversity of our cultural backgrounds - Canada, China, India, Iran, Iraq, Nigeria, Somalia, U.S.S.R. and Viet Nam, to name but a few — our desire to make meaning of the seemingly senseless world we live in brought us together as one.

We had help, lots of it, from such well-known poets as Zona Gale, William Ernest Henley, Langston Hughes, Joseph McLeod, Michael Ondaatje, and Edwin Arlington Robinson. Together we read, we discussed, we argued, we took succour in the poems that soothed our troubled souls. We took wondrous delight in the beauty of their words.

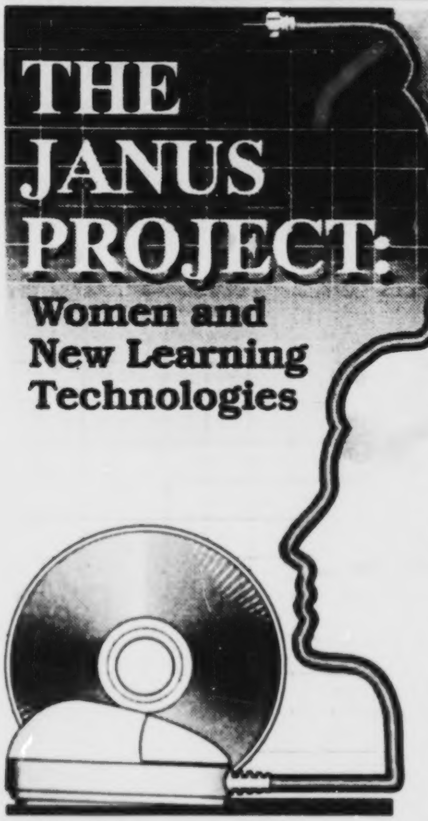
But it was not until I introduced my students to the book *DRAWING: A link to Literacy* that the above-mentioned 'we' disappeared. Suddenly the men and women in my class were in their own worlds, completely overwhelmed by the powerful drawings, the moving texts in this student publication. I no longer commanded their attention; and very quickly I no longer tried. They were totally absorbed in reading and copying down the words to their favourite poems with a sense of urgency I marvelled at. The poems and drawings spoke to them so strongly that they were afraid they'd lose them forever if the class were over before they finished.

The excitement, the electrified atmosphere, the expectancy of discovery, carried over for several days and continued in a more subdued form a long time after the poetry section of the English course was over. When I suggested they write their own poems and illustrate them, they didn't hesitate: they had already been musing about their own philosophies of life and were anxious to create, to communicate on paper. Because they had been thinking in both pictures and in words, the images they wanted to create were, for the most part, quite clear in their minds. While a few felt it inappropriate to illustrate the poems they wrote, just one could not think of an image.

My students took immediate ownership of the project. They worked cooperatively, helping each other find words and create pictures. I was relegated 'to the back room' where my role was editor and nothing else. And that's the way it should be. *DRAWING: A link to Literacy* ignited the spark of creativity in my classroom once again. It served as a powerful impetus. However, its main value as a teaching resource relies heavily on the fact that the book is a student publication.. The respect that the teacher-authors afforded their students by creating a book to record their thoughts and ideas as writers, and their pictures as artists, makes a very powerful statement. It tells all students, everywhere, that they count, that they have something of importance to say.

The atmosphere of joy and expectancy in the class was every teacher's dream. I suggested they, too, publish their work. *Something on my Mind* is theirs.

From "Introduction," Something on my Mind, April 1997



THE JANUS PROJECT: Women and New Learning Technologies

A two-day conference on Women and New Learning Technologies was sponsored by The Canadian Congress for Learning Opportunities for Women (CCLOW) in Montreal on March 21-22, 1997. The event was supported by a grant from the Office of Learning Technologies (OLT), Human Resources Development Canada. It brought together 75 women from across Canada representing women's organizations, education, business, community, policy and research.

The project began with the research and writing of a discussion paper by B.C. researchers Jennifer O'Rourke and Linda Schachter; it concluded with this two-day conference to discuss the paper and identify some longer-term concerns around the issues raised. The conference opened with a keynote address by Heather Menzies, author of **Whose Brave New World is It?** *She spoke on "Women-centred Learning in the Digital Universe." The second keynote speaker was researcher/consultant Leslie Regan Shade whose presentation was titled " A Gendered Perspective on Access Issues." Participants were given many hours to work in small groups on issues they considered critical. The Discussion Paper and Proceedings are now available from CCLOW.*

The notes below have been condensed from the conference summary by Linda Shohet, who is Quebec director for CCLOW.

Changing our metaphors

These have been two very intense days. For the next ten or fifteen minutes I want to combine a summary of what I've heard with some personal reflection.

If I wanted to find an overriding theme, it would be changing our metaphors. That's what I have heard consistently over the past two days. If we want to deconstruct the current masculine construction of technology and reconstruct something that is more women-positive we have to examine the metaphors that underlie it and find new ways to talk about what we are living.

I also want to locate myself. I've heard people talk about technology as a tool. I'm in the camp that believes technology is more than a tool. Yesterday, Heather [Menzies] talked about us now living inside the machine. I agree. I am very much influenced by thinkers like Langdon Winner who talk about the politics of technology and argue that technology is not neutral, and not merely a tool. It affects us profoundly. It shapes the society and the values and the culture around us in sometimes quite imperceptible ways.

Winner's analysis of the impact of the development of the car in North America is a telling example of what technology can do to a culture. From the car, you had the development of highways systems and suburbs and suburban values; the way people live changed. In one of his books, Winner tells an anecdote which is obliquely about access. Robert Moses, the designer of modern New York State was constructing highway systems and bridges across the state in the 1930s and 40s. When it came to constructing the system to Long Island —a predominately white suburb which residents wanted to keep white – one of the decisions was to build low slung overpasses on the expressway because the black population in the city did not have cars. They used to go to the Long Island beaches on buses every weekend. With the construction of those low slung overpasses on the single highway system, buses could not get there anymore.

In some ways the computer is the contemporary reincarnation of the car. If we return to the idea of examining our metaphors, then we have to think about where the metaphors for computer technology have come from. They have come from the military sector, and they shape our understanding. Over the last two days we have heard a variety of possible new metaphors. Heather started by talking about a spiral or a loop, by talking about an ecological model as opposed to a transmission model which fragments learning and packages it in box-cars. She also talked about McLuhan's idea of technology as the extension of man and the fear that it could imply the contraction of women. Heather also talked about the fact that the structure of communication strongly determines what can be said, just as the structure of overpasses strongly determines who can drive under them.

Many of our current models have been taken from the corporate world. We spent some time over the last few days in my discussion groups, talking about the metaphors of delivery and packaging that have been picked up in the education sector and are quite often used uncritically by teachers who talk about themselves as deliverers or trainers with packages at their disposal. A whole system of fragmentation has come into place as part of that model.

Words, values and history

I return to the opening yesterday where there was mention about us being engaged in a struggle over words and the fact that words, the same words, are being used to mean very different things. Depending on which philosophical model you are coming from, the words "access" and "quality" mean something different. We need to be constantly interrogating who is using the words in what framework. A lot of our language has been co-opted over the last number of years by neo-conservatives. We have talked here about how we need to take back some of our own language or take some of the neo-conservative language and turn it to our advantage.

Many people did not have time to read the discussion paper because they received it too late. But I hope that you will read it and that it will become part of the library that you use to think about these issues because Jennifer [O'Rourke] and Linda [Schachter] have raised some very critical questions and provided a framework for further analysis. I was impressed by the framework for values analysis. When you make a choice of a particular technology, what are you giving up, and why are you choosing it? Is there a cost benefit?

> 'We make some assumptions about women being a monolithic group that prefers soft data.'

I was pleased to see an emphasis on cost benefit analysis because, too often, papers about or for women avoid numbers. We make some assumptions about women being a monolithic group that prefers soft data. We all know that women are different. We come from different backgrounds, have different visions and operate in different contexts. That needs to be recognized. I think that cost benefit analysis has to play a larger part in the context-based decision-making that we carry out.

Finally, Jennifer and Linda called up some of our history. We often forget that there is a long history of use of technology for learning in this country. Liz [Burge] this afternoon asked why do we keep saying "new" technologies. We say "new" technologies for a reason, but there are many technologies, and we have to decide which technologies are appropriate for which uses, and how well we are actually using some of the technologies that have become designated "old." There are some old technologies that we have never used particularly well for educational purposes.

Leslie [Regan Shade] in her analysis of access talked about the power of humour. A lot of discussion about this issue is quite humourless, and we do need to find ways of coming at this that give us an opportunity to laugh. We discussed again today some of the icons that appear on desktops and whether many really reflect women's realities. One of our challenges is whether we can come up with designs for new desktops; maybe

Definition of new learning technologies

For the purposes of the Janus Project, "new" technologies were **defined as electronic technologies** used for enhanced **communication and interaction**. These include:

- **technologies such as** videoconferencing and audioconferencing **which, although not** "new," are being applied in new ways
- **computer based** technologies, such as electronic mail and **computer conferencing**
- **technologies that** provide access to information, such as the **Internet and the** World Wide Web

The **primary focus** throughout the conference was on new electronic **technologies** such as the Internet and the World Wide Web.

we need some POTS and PANS on them as well as the file folders.

I liked the distinction Leslie made between the "tired" and "wired" models — the command control (again from the military) "command-control- communication" as opposed to the "cooperative-convivial-communication." She reminded us that we need to take a critical look at what access means.

There were a number of pithy single sentence comments in her paper that I hope we can pull out and keep, even if only as chapter headers. I liked the phrase "a community is in the network: not the technology."

Human issues

On our panel today, Miriam [Ticoll] shared her experience as an on-line student, her sense of disembodiment, her analysis of the ways in which learning styles were or were not accommodated in this new medium, and the time issues. What does it mean when people are totally invisible? Among the benefits are that we don't know the physical appearance of the writer. But there are also many other things we don't know.

I participated recently in some discussions that looked at the opposite side of the same question. Increasingly, we are hearing about the listservs and bulletin boards where people are taking on personae, where they are not speaking as themselves; so you actually don't know that they *are* Bev or Leslie. At a recent conference on computers and writing, one of the recurrent issues for teachers was authenticity. Whose work are we receiving at the other end? It wasn't raised here, but it is important.

> 'Certainly, many administrators are keen on technology because they see it as a way of down-sizing and getting rid of teachers.'

Mavis [Bird] reminded us about the centrality of teaching. It was interesting that only once in the two days were we reminded that teachers are critical to the process of learning, no matter what role they take, and it is inevitable that teachers' roles are going to change with these technologies. That human dimension needs to be there: teachers need to be there. You can call them mentors, facilitators, you can call them anything you want, but there is a need to validate their role and to give them the opportunity to understand and use these technologies in meaningful ways which has not been part of current practice until now. Certainly, many administrators are keen on technology because they see it as a way of down-sizing and getting rid of teachers.

Vasso [Vlahas] warned us about some of the ways technology in the work force has been used to undermine the gains that women have made in equity over the years. There too is a cause for vigilance.

There are very critical issues that need to be addressed.

Visioning

I want to close the circle talking about new metaphors. Yesterday, Heather spoke about the need for both resistance and persistence and said that she had a dream. Her dream was that CCLOW would take a lead in developing technology assessment tools, that it would become a broker in developing praxis around the ecological model and that it would become part of a national dialogue on women and new learning technologies.

I am leaving these two days with new ways of configuring the questions I brought. I don't usually expect to find answers at a conference; I don't think there are many answers. What I did come to feel very powerfully here is that there are many women who are interested in working together to discover the answers. I have a strong conviction that CCLOW is committed to helping women take the path that they need to find some of these answers, and that all of us are going to remain involved in the process in some way. [LS]

Janus Papers available

The Janus Project Discussion Paper *New Learning Technologies:Promises and Prospects for Women* and *The Janus Project Workshop Proceedings* are available. The discussion paper costs $14.95; *The Proceedings* costs $9.95. Ordered as a set, they are$19.95. Postage and handling and GST will be added to each order.

To order, please contact CCLOW by phone or fax. Do not prepay. You will receive an invoice.

CCLOW, 47 Main Street, Toronto, ON, M4E 2V6
Tel.:(416) 699-1909 • Fax: (416) 699-2145

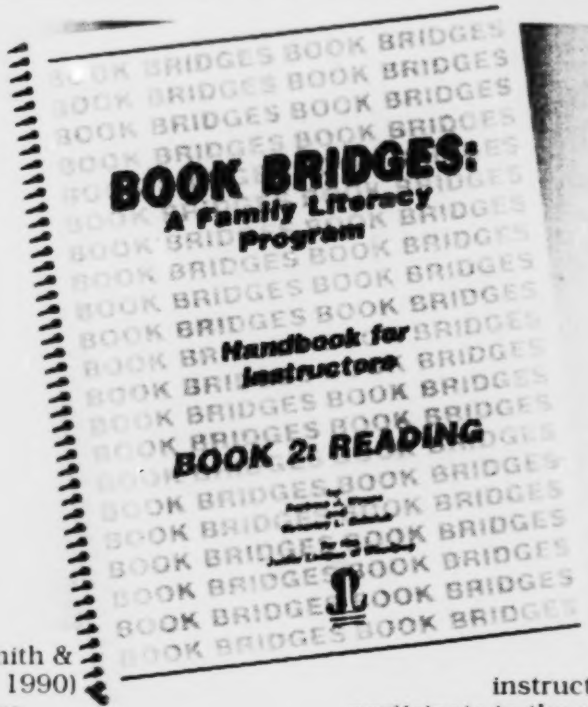
Book Bridges: A Family Literacy Program

reviewed by Isa Helfield
Adult Education, High School of Montreal

Barbara Wynes and Beverley Zakaluk have created a family literacy program that promises to bridge many gaps: most notably the one between parent and child. Sponsored by the Junior League of Winnipeg, *Book Bridges: A Family Literacy Program* is a community-based program that offers direct service to parents and indirect service to children.

Although originally designed for basic literacy students, the majority of its participants are immigrant women and their children. The program is directed at women who may read (average reading level of participants is grades 3 to 4), but not well enough in English to understand written communications from their children's schools. These women are uncomfortable reading and hesitate to share books with their children at home. Many aspire to be more financially independent and work outside the home but lack confidence in their ability to read and write English. *Book Bridges* is an entry level literacy program that promotes the personal aspirations and general well-being of its participants by increasing their literacy skills, by increasing their self-confidence and self-esteem, and by encouraging their personal growth as individuals, parents and members of their community.

The program is patterned after an intergenerational program (Goldsmith & Handel 1990) that uses childrens literature to encourage children to read and learn comprehension strategies; however, in *Book Bridges*, both reading and writing strategies are emphasized and their connections drawn. The program consists of sixty hours of instruction over a ten week period. Three-hour classes are held twice a week from 6:00 p.m. to 9:00 p.m. Class size is limited to sixteen students per instructor; however, the program is volunteer supported with a ratio of one volunteer for every two students as the ideal. Sessions are held twice a year.



Book Bridges follows solid adult education practice. All learning takes place in a safe environment where the individual is highly valued. *Book Bridges* not only demands sensitivity in teachers and tutors but encourages them to develop personal connections with their students. The classroom is a community of learners. Because volunteers and instructors actively participate in the class by modeling their own reading, writing and learning strategies, the students are made to feel very comfortable and are better able to learn. A hierarchy of function rather than a hierarchy of structure is in place. All read, all write, all publish...students, volunteers and instructor alike.

Learning to learn

What makes *Book Bridges* so special is its emphasis on teaching metacognitive strategies. Participants learn how to learn. They gain insight into their own thinking so that they can monitor their own learning. Indeed, the teaching goals are to teach for transfer and to foster learner independence. Participants are made aware of the specific reading and writing strategies learned in class so that they can use them at home with their children. Parents as students as teachers...one of the many bridges constructed in this program.

BEST COPY AVAILABLE

Book Bridges is based on the whole language approach which holds that reading and writing develop simultaneously along with listening and speaking. Reading and writing, the two main strands to this program, are regarded as processes. The authors believe that language develops naturally and holistically rather than separately in bits and pieces, so the program provides a range of opportunities for the students to integrate all they learn. Most importantly, participants are given a lot of time to reflect and to weigh ideas during discussion periods.

Book Bridges also uses a thematic approach to learning. At first, the instructors use themes familiar to the students. During the writing workshops, for instance, the students begin by introducing each other, writing biographies and creating a class photo album. At the same time, the participants read family stories during their reading workshop. Finally, the students are encouraged to use the skills they have learned at school to work with the members of their family. In this example, students are encouraged to create family albums at home.

Home and school

Home reading practice is monitored by the instructor during the Literature Circle, a fifteen-minute period at the start of each evening. Here, the participants talk about the books they have read to their children using as reference their reading logs, a tool they use to list the books they have read and to record their own and their children's responses. Dialogue journals written at the end of the class record the students experiences of the evening and provide the opportunity for the instructor to model writing. Children's books are provided.

Book Bridges is an excellent family literacy program aimed at a population which is already highly motivated to learn. The handbooks (Book 1:Writing, Book 2: Reading) provide a clear overview of the entire program including its theoretical foundations, a detailed description of the roles of instructors and volunteers, and a complete set of clearly defined lesson plans. *Book Bridges: A Family Literacy Program* should spawn other literacy programs that deal more directly with the participants' children. An exciting thought!

To contact the authors: Barbara Wynes and Beverley Zakaluk,
c/o The Junior League of Winnipeg
894 Corydon Avenue
Winnipeg, Manitoba, Canada
R3M 0Y4

Isa Helfield teaches in the adult program at the High School of Montreal. She is currently Vice-president of the Movement for Canadian Literacy (MCL).

Put it in Print

How to produce a book of writings by adult literacy students

Put It in Print

How to produce a book of writings by adult literacy students

An extremely clear guide to publishing a book of student writings, put together by Literacy Volunteers of America — Chippewa Valley. *Put it in Print* gives an instructor all the infor-mation needed to inspire, produce and distribute a professional looking product. There are seven chapters. The first three focus on the value of writing and the dynamics of process writing; these are useful for instructors who have not been exposed to this pedagogy. But the meat of the guide is in the last four chap-ters which give details on writing and editing, printing options, funding options, and marketing and distribution. They go into minute but non-technical descriptions of printing specifications, graphic layout choices and line budgeting, among other topics. A bibliography offers an enthusiastic user the possibility of further research. Teachers in any setting will find this guide invaluable.[LS]

Put it in Print (ISBN 1-885474-19-9) is available from Chippewa Valley Publishing, Literacy Volunteers of America — Chippewa Valley, 400 Eau Claire Street, Eau Claire, WI, USA 54703. US $8.

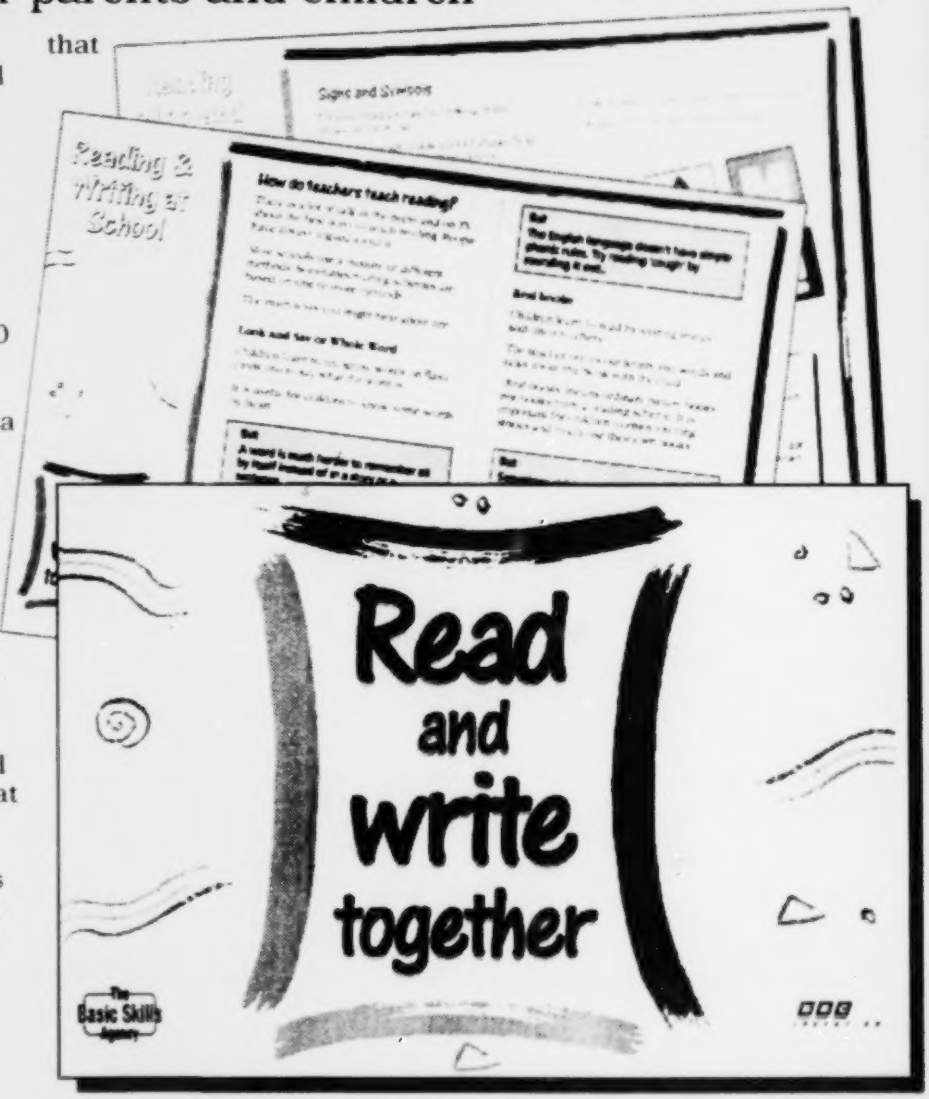
Read and write together:

An activity pack for parents and children

This kit was produced by The Basic Skill Agency and BBC Education in February 1995 for a national Family Literacy promotion campaign in the UK. When this kit was made available to parents through TV spots, the producers were overwhelmed by requests. They ended up sendng out more than 300,000 copies. In March 1996, the Agency produced a slightly revised version in response to a continuing demand.

The demand is not continuing for nothing. This kit is one of the most attractive, usable resources for parents anywhere and a credible package for many teachers as well. In a glossy folder, there are more than 20 pull-out sheets [See topics BOX] of information about reading and writing , ideas for activities that cost little and can be done anywhere, record-keeping for child development and posters to hang around a child's room or in the kitchen. It is written in clear English with bright graphics and blueprints for games and activities.

The section on "Reading and writing at school" should be a mandatory hand-out for every parent who ever goes to a Parent-Teacher meeting in the early grades. Treading a political tightrope, the writer of this pack has described all the teaching methods – whole word recognition, phonics, real books and language experience (whole language), objectively highlighting the benefits and drawbacks of each. He acknowledges the disagreements in the field while indicating that there is no single way of teaching reading and that different children have different needs. It is a brilliant compilation. The entire pack is a low-cost reminder of how few material resources it takes, even in a high-tech world, to create a literate home. [LS]



Read and write together: An activity pack for parents and children *is available in Canada from The Centre for Literacy.*

Selected topics include:

- Reading at home
- Writing at home
- Thinking abut what your child knows
- Reading and writing at school
- Learning together
- How well do I know my child?
- Board games and card games
- Nursery rhyme activities
- Making books
- Language records (Reading, Writing, Talking) and more...

BEST COPY AVAILABLE

The Centre for Literacy has recently added a number of resources to the vertical file section of our media education collection. These are not necessarily all new publications, but they are new to the Centre's collection. They include research and policy documents and classroom teaching ideas.

DOCUMENTS:

How Children See Themselves on Television

A Report for Channel Four
by Hannah Davies
October 1996

This research document was initiated by Channel 4 in Britain with the help of the British Film Institute. It examines what children think of other children on TV and how TV relates to children's own self image with reference to gender, ethnicity, physical disability and appearance. The document describes the study and its findings.

Canadian Association for Media Education (C.A.M.E.) A Conceptual Framework for Media Education & Cross-Curricular Learning Outcomes and Opportunities for Teaching and Assessment

September 1994

This document was prepared by C.A.M. E. for the Learning Resources Branch, Ministry of Education, in British Columbia. The task was to establish a clear definition of Media Education and guidelines for addressing Media Education across subject areas. The document contains a brief definition of key terms and a delineation of the four main approaches taken by those who teach about the media. Two Resource Samplers (Numbers 1 and 2) are also available.

Creating Critical Viewers — A Partnership Between Schools and Television Professionals,

by Dorothy Singer and
Jerome Singer, n.d.

This document is the outcome of a cooperative project between The National Academy of Television Arts and Science (US) and the Pacific Mountain Network. To help students develop critical viewing skills, the document offers a series of teaching activities and includes Objectives, Resource Materials and Lesson Plans, and Glossaries.

CLASSROOM TEACHING:

A collection of seven learning activities for film studies.

by Rich Fehlman, English
Department/University of
Northern Iowa, Cedar Falls, Iowa

Developing Slides in the Classroom

by Andrew Garrison,
Whitesburg, Kentucky

Instructions for processing slide film in the classroom

Making Meaning With Media

by John R. Williamson,
Curriculum Director
Johnson Central High
School, Paintsville, Kentucky
& Seth Fergusun & Casey Castle,
Appalachian Media Institute

This seven-page teaching aid provides tips for producing video messages. It includes hand cues and signals used in the television studio as well as guidelines for dressing on the air and tips for anchors and reporters.

Media Literacy, Selected Sources for Teachers and Researchers

by Roy Fox, University of
Missouri-Columbia, Columbia, MO

A bibliography of media literacy resources.

Reading and Writing Media Across the Curriculum

by Andrew Garrison,
Whitesburg, Kentucky

This 17-page article provides a brief rationale for media education and follows with practical teaching approaches. Garrison offers suggestions for classroom activities and concludes with a glossary of terms and a list of resources.

Videopoems

by David Bengtson, Long Prairie-
Grey Eagle High School,
Long Prairie, MN

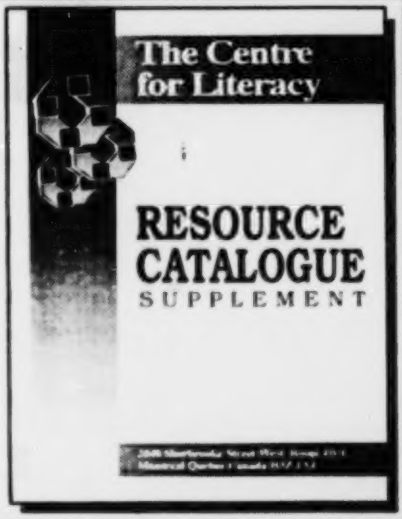
This resource provides information about producing videopoems which Bengtson describes as works of art that use the techniques of television and poetry to inform, move and inspire. Examples of student work are included.

Items in the Vertical Files collection do not appear in our printed or on-line catalogue. They are available for use on site at The Centre.

Resource catalogue supplement available

The Centre for Literacy has produced a Supplement to its Resource Catalogue. The Supplement, which contains a listing of almost 500 new items that have been added to the borrowing collection since June 1996, will be available on-line at our web site (http//:www.nald.ca/litcent.htm) as of August 1, 1997.

A bound copy can be ordered for $5. The Supplement is now included at no extra charge with any order for the full Catalogue at $25. Please make cheques payable to The Centre for Literacy.



Chronological Conference Listing

Local

2nd National Forum on Prior Learning Assessment and Recognition (PLAR '97)
October 6 - 8, 1997
Montreal, QC
Information: Tel: (613) 233-5179; Fax: (613) 233-4766; E-mail: clfdb@magi.com

PAPT -PACT Convention
November 20 - 21, 1997
Montreal, QC
Information: PACT Tel: (514) 252-7946; E-mail: pact@sympatico.ca
PAPT: Tel: (514) 694-9777; or 1-800-361-9870 (from outside metropolitan Montreal); E-mail: relkin@cam.org

The 23rd International Learning Disabilities Association of Quebec Conference (LDAQ)
March 19 - 21, 1998
Montreal, QC
Information: LDAQ, Tel: (514) 847-1324; Fax: (514) 281-5187

National/International

10th European Conference on Reading
"Literacy, A Human Right: Bringing Cultures Closer"
August 3 - 5, 1997
Brussels, Belgium
Information: Albert De Smedt, Conference Secretariat, Mechelsbroekstraat 9, B-2820, Bonheiden, Belgium.

Tenth Annual Adult Literacy and Technology (ALT) 1997
August 3 - 5, 1997
Boise ID
Information: Richard Sparks, Chair General Education, School of Applied Technology, Idaho State University, Box 8380, Pocatello, Idaho 83209, Fax: (208) 236-4641, tel: (208) 236-2468; e-mail: Sparrich@fs.isu.edu

17th International Conference on Critical Thinking and Education Reform
August 3 - 6, 1997
Rohnert Park, CA
Information: Center for Critical Thinking, Sonoma State University, 1801 E. Cotati Avenue, Rohnert Park, CA., Tel: (707) 664-2940; Fax: (707) 664-4101

Alberta Association for Adult Literacy & Literacy Coordinators of Alberta Provincial Adult Literacy Conference
"Celebrating Literacy"
October 23 -25, 1997
Edmonton, AB
Information: Margaret Eastwood (403) 463-5209 or Candice Jackson (403) 340-4945

Association for Continuing Higher Education CHE '97
"Changing the Rules: Access & Accessibility in an Information Age"
October 25 - 28, 1997
Penn State University
Information: Laurie Greenwood, Regents College, 7 Columbia Circle, Albany NY 12203, Tel: (518) 464-8770

Literacy Volunteers of America (LVA) Conference '97
October 29 - November 1, 1997
Charlotte, NC
Information LVA, (315) 472-0001

Canadian Research Institute for the Advancement of Women (CRIAW '97)
November 7 - 9, 1997
Fredericton, NB
Information: CRIAW Program Committee, 519 Beaverbrook Crt., Fredericton, NB, E3B 1X6, Cnada, Tel:(506) 450-2632; Fax: (506) 451-8389; E-mail: criaw97@brunswickmicro.nb.ca

American Association for Adult and Continuing Education (AAACE)
November 9 - 12, 1997
Cincinnati, OH
Information: Liza McFadden, AAACE Program Chair, 1200 19th Street, NW, #300, Washington, DC 20036-2422, Tel: (202) 429-5131; Fax: (202) 223-4579

Ontario Literacy Coalition Provincial Literacy Conference
November 13 -15, 1997
Toronto, ON
Information: Conference Planning Committee, OLC, 365 Bloor Street East, #1003, Toronto, ON, M4W 3L4, Fax: (416) 963-8102

National Council of Teachers of English (NCTE)
November 20 - 23, 1997
Detroit, MI
Information: NCTE, 1111 W. Kenyon Road, Urbana , IL 61801-1096, Tel: (217) 328-3870, ext. 251.

Moving Forward A Forum on Workplace Education
November 30 - December 2, 1997
Toronto, ON, Canada
Information: ABC CANADA, 1450 Don Mills Road, Don Mills, ON M3B 2X7 Tel: (416) 442-2292; Fax: (416) 442-2293.

Modern Language Association (MLA)
December 27 - 30, 1997
Toronto, ON
Information: MLA, 10 Astor Place, New York, NY 1003-6981

1998 CCCC Winter Workshop
January 7 -9, 1998
Clearwater Beach, FL
Information: 1-800-369-6283, ext. 251 to request brochure

Writing Across the Disciplines Conference
"Making Connections VI"
February 13, 1998
Florida International University
Information: Robert Ratner, Writing Across the Disciplines, Florida International University, Miami, FL 33199, Tel.: (305) 348-3327

1998 CCCC Annual Conference
"Ideas, Historias, Cuentos — Breaking with Precedent"
April 1 - 4, 1998
Chicago, IL
Information: Victor Villanueva, Jr., Program Chair, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096, or call Eileen Maley (217) 328-3870, ext 286.

Practice, Theory, Reflection and Action, Transforming Classrooms, Transforming Schools, Transforming English Studies
June 18 - 20, 1998
Seattle, WA
Information: NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096; Tel.: (217) 328-3870, ext, 203; Fax: (217) 328-0977.

International Reading Association (IRA)
World Congress
July 21 - 24, 1998
Oho Rio, Jamaica
Information: IRA, 800 Barks dale Road, PO Box 8139, Newark, DE 19714-8139, Tel: (302) 731-1600 or 800-336-READ.

Continued on page 24

CONFERENCES

Continued from page 23

Third International Conference for Global Conversations on Language and Literacy
August 5 - 7, 1998
Bordeaux, France
Information: NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096;
Tel.: (217)328-3870, ext. 203;
Fax: (217) 328-0977.

Modern Language Association (MLA)
December 27 - 30, 1998
San Francisco, CA
Information: MLA, 10 Astor Place, New York, NY 1003-6981

Summer Institutes 1997

Summer Institute1997
"Literacy: Putting the Pieces Together"
sponsored by The Calgary Learning Centre
August 18 - 20, 1997
Calgary AB
Information: The Calgary Learning Centre, 3930 20th Street SW, Calgary AB, T2T 4Z9, Tel: (403) 686-9300;
Fax: (403) 686-0627; E-mail: calearn@cadvision.com

Summer Institutes 1998

The Centre for Literacy & Georgia Tech Satellite Literacy
Literacy & Technology: Maintaining a Human Face
June 25 - 27, 1998
Montreal, QC
To be put on the mailing list:
Tel: (514) 931-8731, ext 1415;
Fax (514) 931-5181;
E-mail:literacycntr@dawsoncollege.qc.ca

97/98 THE CENTRE FOR LITERACY & DAWSON COLLEGE
WORKSHOPS
SEMINARS

N.B. All sessions take place at Dawson College (rooms to be confirmed)

INTERNATIONAL LITERACY DAY EVENT
The subject is grammar

Leader: Dennis Baron, University of Illinois at Urbana Champaign
Date: Monday, September 8, 1997
Time: 7:30 - 9:30 p.m.
Fee: $3 (at the door)

Functional Context Education: Making learning relevant

Leader: Tom Sticht, San Diego Consortium for Workforce Education and Lifelong Learning
Date: Friday, September 26, 1997
Time: 9:00 a.m.- 4:00 p.m.
Fee: $225.00 (including materials, refreshments and lunch)

Testing the Balance: 50/50 Management in a Volunteer Tutor Program

(in partnership with Literacy Partners of Quebec for their Annual General Meeting)
Leader: Maureen Saunders, Prospects Literacy Association, Edmonton
Date: Thursday, November 6, 1997
Time: 7:30 - 9:30 p.m.
Fee: $7.00 (including materials and refreshments)

Rethinking student writing: Challenging teachers with graphics and web technology

Leader: Lee Odell, Renssalaer Polytechnic
Date: Thursday, February 5, 1998
Time: 5:30 - 9:30 p.m.
Fee: $50.00 (including materials and supper)

Writing words, writing worlds: Exploring possibilities for community writing

Leader: Helen Woodrow and Mary Norton, Newfoundland
Date: Saturday, February 28, 1998
Time: 9:30 a.m. - 3:30 p.m.
Fee: $90.00 (including materials, refreshments and lunch)

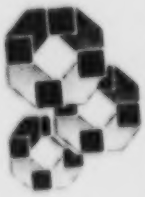
Women, literacy and art

(in collaboration with Canadian Congress for Learning Opportunities for Women CCLOW Quebec)
Leader: Peggy Holt, adult education instructor and artist, Fredericton
Date: Saturday, March 7, 1998
Time: 9:00 a.m. - 3:00 p.m.
Fee: $90.00 (including materials, refreshments and lunch)

The Georgia Tech Satellite Literacy Program in collaboration with The Centre for Literacy announces

Winter Institute 1998
Adult Basic Education in the Workplace

January 28 - 30, 1998
Atlanta, GA
Information: The Georgia Tech Satellite Literacy Program, 490 10th Street NW,
Atlanta, GA, USA 30332-0156.
Tel.: 1-800-428-7323; Fax: (404) 894-9320



The Centre for Literacy in collaboration with the Georgia Tech Satellite Literacy Program announces

Summer Institute 1998
Literacy and Technology: Maintaining a Human Face

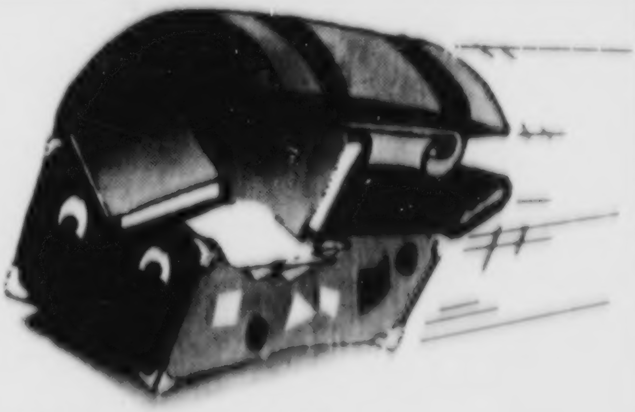
June 25 - 27, 1998
Montreal, QC
Information: Beth Wall,
Tel.: (514) 931-8731, ext. 1415;
Fax: (514) 931-5181;
E-mail: litcent@dawson.college.qc.ca

Travelling Resource Trunk
on Literacy and Learning Differences and Disabilities

The Centre for Literacy, in partnership with the Quebec Literacy Working Group (QLWG), has developed a travelling resource trunk of materials on literacy and learning disabilities for teachers and tutors who do not have easy access to resources because of time or distance.

The kit contains books, articles, worksheets, and evaluation instruments on many aspects of LD. They touch on literacy, numeracy and technology. A second kit on New Materials in Literacy has been developed for the QLWG.

Two LD kits are now circulating in Quebec — one reserved for QLWG members and one available to any school or community-based organization which requests it. They may be kept for one month. Transport is the responsibility of the borrower.



What users have said:

"The LD trunk gave me new ideas to try in class and with one-to-one students."

"Many valuable books have been included; teachers need this access to current information."

"Great idea. Looking forward to the next box of goodies. Thank-you very much."

For information:

Tel: (514) 931-8731, local 1415
Fax: (514) 931-5181
E-mail: literacycntr@dawsoncollege.qc.ca

CONNECT
National Newsletter for
Technology & Adult Literacy

CALL FOR SUBMISSIONS FROM THE FIELD

The second issue of CONNECT A National Newsletter on Technology in Adult Literacy is now available

This publication reports on the ways technology is currently being used in literacy programs, promotes the appropriate use of technology in these programs and offers information on the use of technology in curriculum.

CONNECT includes reports from the field, reports from learners, lesson plans, ideas and software reviews as well as feature articles.

CONNECT is available for $5/year for 5 issues in hard copy, OR it can be viewed and downloaded at no cost from the National Adult Literacy Database NALD (http://www.nald.ca) or from Alphacom.

CONNECT has been funded by the National Literacy Secretariat and the Literacy Section of the Ontario Ministry of Education and Training.

To submit articles or request information: Pauline McNaughton, Editor, CONNECT, Continuing Education Centre, Ottawa Board of Education, 515 Cambridge Street, S. Ottawa, ON K1S 4H9, Tel: (613) 239-2656; Fax: (613) 239-2429; AlphaCom: plarabee,
E-mail: pmcnaugh@obe.edu.on.ca

Health & Literacy bibliography NOW available on the web

The bibliography on health and literacy produced by The Centre in 1995 can now be downloaded directly from our website http://www.nald.ca/litcent.htm

Bound copies can still be ordered for $5.00 from
The Centre for Literacy,
3040 Sherbrooke Street West, Montreal QC,
Canada, H3Z 1A4.

Make cheques payable to The Centre for Literacy.

INTERNATIONAL PARTNERSHIPS

CALL FOR PAPERS

4th International Partnership Conference

New Alliances in Learning for the Next Millenium
June 27 - July 1, 1998
Trondheim, Norway

Themes:

New roles for business in the learning community

- **Enhancing company performnace and business potential through partnerships**
- **Improving learning and human resource development in the workplace**
- **Developing key competences for employment through work experience and continuing collaboration with education**

New roles for the world of education

- **Improving schools, colleges and universities through designing and building partnerships**
- **Equipping young people and adults for a changing world of work and enterprise opportunities**
- **Developing teaching competence through new alliances with business and the wider community**

Information: Ragnhild Aamot, NIF,
PO Box 2312 Solli, 0201 Oslo,
Norway, Tel: +47 22 94 75 00;
Fax: +47 22 94 75 01;
E-mail: ragnhild.aamot@nif.no

Outlines received by September 1, 1997 will be given preferential attention.
Deadline: October 1, 1997

Functional Context Education

Integrating Literacy and Basic Skills for Workforce Education & Lifelong Learning

A One-day Workshop with Dr. Tom Sticht, San Diego Consortium for Workforce Education and Lifelong Learning

TWO SITES IN CANADA

Friday, September 26, 1997,
9:00 a.m. - 4:00 p.m.
• MONTREAL

Friday, October 3, 1997,
9:00 a.m. - 4:00 p.m.
• CALGARY

sponsored by The Applied Behavioural & Cognitive Sciences, Inc.
The National Adult Literacy Database (NALD)
The Centre for Literacy
Alberta Vocational College-Calgary

Tom Sticht is recognized internationally for his work on the education and training of undereducated youth and adults. With a Ph.D in psychology from the University of Arizona, he has taught at numerous universities, including the Harvard Graduate School of Education. Dr. Sticht has served on the Commission on Achieving Necessary Skills (SCANS); the National Commission on Working Women; and he chaired the California Workforce Literacy Task Force. He has published many books and articles. Articles on his work have appeared in international newspapers and magazines. In 1994, Dr. Sticht was the first adult literacy specialist elected to the Reading Hall of Fame in the United States. He is currently President, Applied Behavioral & Cognitive Sciences, Inc. and Project Coordinator for the San Diego Consortium for Workforce Education & Lifelong Learning.

Who should attend?

- Policymakers, managers, administrators teachers and trainers involved in programs integrating vocational & academic skills
- Researchers and policy analysts who study human learning, assessment and develop education policies

Format

Lecture and discussion, case studies, demonstrations and practical activities on:

- The Power of Adult Literacy Education:Visions for a New Millenium
- Functional Context Education: Basic Concepts from Research
- Case Studies:
- Integrating vocational & basic skills education for welfare-to-work and other workforce programs.
- Functional Context Education in workplace and family literacy programs.

Fees

Before July 31,8190.
After July 31, 8225.
Fee includes materials, lunch and refreshments.*

*Participants will receive Dr. Sticht's new ***Seminar Resources Notebook*** with extensive research materials on FCE and information on how to apply the concepts to specific settings.

Information and registration:
(514) 931-8731, local 1415;
Fax: (514) 931-5181;
E-mail:
literacycntr@dawson college.qc.ca;
Website:
http://www.nald.ca/litcent.htm

International Literacy Day – Monday September 8, 1997

The subject is grammar

with Dennis Baron, University of Illinois,

Let's pose some fundamental but provocative questions about grammar as it concerns the teaching of language, literacy and technology

Time: 7:30 P.M. - 9:30 P.M.
Place: Dawson College, Room 4C-1
Fee: $3 (at the door)

- Why do we teach English to speakers of English (or French to speakers of French)?
- What is the role of grammar in the language curriculum: is it a basic, as some would claim, or a frill?
- if we are all concerned with correctness in speech and writing, why can't we ever agree on just what is and what is not correct?
- We may all agree that literacy is a "good thing," important, essential for economic and political survival—but why then can't we agree on how to define literacy, how to describe its function, or how to measure it?
- It is a commonplace to claim that technology is opening up new avenues for literacy and placing new demands on literacy—but how is being digital really changing the way we do things with words?

We may not be able to answer any of these questions definitively, but our conversation on September 8 should help us to look at these complex issues with increased sensitivity and sophistication.

About Dennis Baron:

Dennis Baron is a professor of English and linguistics at the University of Illinois.
He is author of *Grammar and Good Taste: Reforming the American Language* (1982); *Grammar and Gender* (1986); *The English-Only Question: An Official Language for Americans* (1990); *Declining Grammar* (1989); *The Guide to Home Language Repair* (1994). He has also written on such language issues as Ebonics, official English, and literacy for the Washington Post, the Chicago Tribune, and the Atlanta Constitution, and he frequently appears on radio call-in shows to discuss language issues. He is currently working on a book to be called *From Pencils to Pixels: The New Technologies of Literacy*.

Who should attend?

Experts and non-experts, teachers, tutors, professors, parents, the media and the general public

Coffee/tea will be served.

R.S.V.P. To reserve a space, please call Beth Wall at 931-8731, ext. 1415 or Fax at 931-5182 before Friday, September 5, 1997

To subscribe, complete this form and mail it with your cheque to:

The Centre for Literacy, 3040 Sherbrooke Street West,
Montreal, Quebec, Canada H3Z 1A4

I enclose a cheque for ☐ $16 ☐ $80 ☐ $150 (Please mark choice)

Make cheque payable to The Centre for Literacy.
Please enquire about international rates.

Name: ____________________
Institution: ____________________ Dept: ____________________
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Literacy across the curriculum MEDIA FOCUS

LAC MF

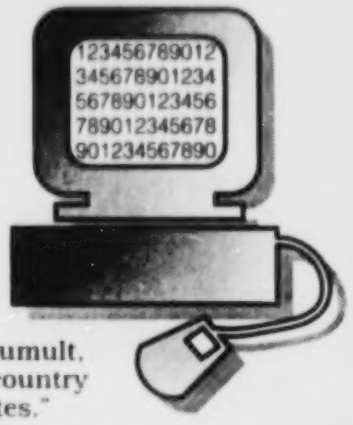
Connecting literacy, media and technology in the schools, community and workplace

Faith, hope and data: Are they compatible?

Educators get caught in the middle as the pendulum of popular opinion and policy swings between extremes. But the current environment of legislative action against schools, whether in Ontario or California, has created an environment of hostility and suspicion that are undermining teachers at every level.

Sheridan Blau, the incoming president of the National Council of Teachers of English, used his inaugural address in November to make a passionate plea for respect for divergent theories and for teachers' professional knowledge and judgment. He was responding to recent legislation in his home state of California where whole language has been virtually banned from classrooms and testing for phonemic awareness has been mandated for pre-schoolers.

He is not alone in pointing out that in parts of the US, literacy scholars have been pitted against one another and one group has been labelled "unworthy of respect, of being heard." "How," he asks, "can politicians declare that one methodology should prevail when scholars are still arguing about it?" Legislators, driven by popular pressure groups, have opted for "a quantitative, behaviourist priority." Or as Stephen Krashen said in another NCTE session, "Skinner has won."



This imperative also touches adult education. Short-term, job-related training is pushing broader-based general education to the margins of an already marginalized field. Despite the rhetoric of OECD governments about the centrality of literacy to society, the priorities remain economic, and like testing, funding also drives classroom practice.

Learning to live underwater

As Blau noted, however, regardless of policy, the best teachers have always found ways of balancing divergent philosophies and methods with student needs. He is partly reassured by the past —"almost all policies created in response to public pressure eventually fail." In the meantime, damage is done. Educators, he says, have to take Ken Goodman's advice and "learn to live underwater," while still speaking with a coherent public voice for a diversity of perpectives.

Immediately following Sheridan Blau, author Chaim Potok spoke. He began by acknowledging the "we're living in tumultuous times," but asked, "what's new?... Out of the tumult, the country creates."

This issue looks at some of the tumult and diversity of opinion that reign in adult basic education. Specifically, it

CONTINUED ON PAGE 2

INSIDE

3 To ponder
4 Remembering Paulo Freire
7 Faith, hope and charity: What adult education means
8 Media literacy, information technology and the teaching of English
12 Adult literacy & technology
16 What is being measured?
18 Reviews:
  - Adult literacy U.S. Data Compendium
  - Referral services
22 Conferences
24 Announcements
26 At The Centre

The Centre for Literacy Montreal, Quebec

Literacy across the curriculum · MEDIA FOCUS

LAC MF

The Centre for Literacy
3040 Sherbrooke Street West,
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H3Z 1A4

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Literacy for the 21st century

Literacy encompasses a complex set of abilities to understand and use the dominant symbol systems of a culture for personal and community development. In a technological society, the concept of literacy is expanding to include the media and electronic text, in addition to alphabetic and number systems. These abilities vary in different social and cultural contexts according to need and demand. Individuals must be given life-long learning opportunities to move along a continuum that includes the reading and writing, critical understanding, and decision-making abilities they need in their community.

The opinions expressed in articles, other than those signed by the editor(s), are those of the author(s) and do not necessarily reflect the philosophy or policy of The Centre for Literacy.

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contrasts visions that highlight faith and hope with those that privilege hard data.

Like all other branches of education, we have set up a rhetorical frame of "either/or." Researchers rarely cross disciplinary lines. But on examination, their conclusions are often startlingly close.

For example, Tom Sticht, working from a base of empirical research and contemptuous of ethnographers, concludes (as did Brian Street, Vol 12, No. 3) that many adult assessments cannot say precisely what they are measuring with functional context test items [Adult assessments, p. 16]. In the Montreal workshop of Sticht's 1997 North American series on Functional Context Education, he began by saying "Let no one say that I have said nothing new; the arrangement of the subject is new.."

In our frenzy for the new, we forget Potok's question: "What's new?" We have not fully understood or made use of the learning from the past, and we need to be reminded and have it regularly re-presented to us. Sticht's Compendium of Data on US adult literacy assessments in this century does that. [p. 18].

And with Freire's death, we are also compelled to examine another branch of thinking about literacy — the one that counts faith and hope [pp.4 - 7].

If we can find a balance among faith, hope and data in education, that would be new. [LS]

We have not fully understood or made use of the learning from the past, and we need to be reminded and have it regularly re-presented to us.

1 On reading and the inside of your head

I can't tell the girl in the blue dress that this story was silly because she might have a fit. She says if you're finished with that book I'll bring you another one because there's a whole box of books left behind by patients from the old days. She brings me a book called *Tom Brown's School-Days*, which is hard to read, and no end of books by P. G. Wodehouse, who makes me laugh over Ukridge and Bertie Wooster and Jeeves and all the Mulliners. Bertie Wooster is rich but he eats his egg every morning for fear of what Jeeves might say. I wish I could talk to the girl in the blue dress or anyone about the books but I'm afraid the Kerry nurse or Sister Rita might find out and they'd move me to a bigger ward upstairs with fifty empty beds and Famine ghosts galore with green mouths and bony fingers pointing. At night I lie in bed thinking about Tom Brown and his adventures at Rugby School and all the characters in P. G. Wodehouse. I can dream about the red-lipped landlord's daughter and the highwayman, and the nurses and nuns can do nothing about it. It's lovely to know the world can't interfere with the inside of your head.

Frank McCourt, *Angela's Ashes*, (New York: Scribner) 1996, pp. 201-202.

2 On machines and poetry

(an exchange)

Siebert: Filippo Marinetti, the Italian futurist, said in the Twenties that in about a hundred years the Danube would be flowing in a straight line at two hundred miles an hour, this being the effect of speed on the physical world. It's a confusion born of this disjuncture between our plodding sameness and the speed of the machines we make. There's a great line at the beginning of *The Hunchback of Notre Dame*. The priest looks out across at the cathedral and right behind him is a printing press, and he says that the cathedrals are the handwriting of the past, but with the printing press everything will change. The proliferation of the written word shifted the burden of telling stories away from sculpture and cathedrals. So yes, inventions do shape the imperative behind various forms in the realm of art. But the impulse to make that art is the same. For example, a lot of people say that poetry's dead. Well, no. Poetry's quite alive, but the imperative behind what you say in poetry and how you say it has changed, because now you have printers and word processors and high-speed copiers, and you don't need rhyme as much as you once did. Rhyme originally existed so that you could lock a thought on the air and keep it.

Gelernter: What you say about rhyme is relevant in the sense that rhyme is unquestionably a good memorization device and so it has heuristic value, particularly if you can't write. Nowadays, however, if you write a poem and it rhymes - and by nowadays I mean for the last several centuries - you're doing it for its own sake, because of the music of it. By the same token, when computers carry out various analytic tasks that we thought were uniquely human but we now see are not, we are able to refine our idea of what humanity really is. Humans will play chess even when no human has a hope of being the best chess player in the world, just as we continue to rhyme even though rhyming no longer serves any practical purpose. We do it for the fun of it, because we enjoy it.

Charles Siebert and David Gelernter, excerpt from a forum entitled "Our Machines, Ourselves" in *Harpers Magazine*, May 1997, p.49.

David Gelernter is a professor of computer science at Yale University and author of *The Muse in the Machine: Computerizing the Poetry of Human Thought* and *1939: The Lost World of the Fair*. *Drawing Life* is his memoir of surviving an attack by the Unabomber. Charles Siebert is a poet and journalist. His book *Wickerby: An Urban Pastoral* will be published in winter of 1998.

Remembering Paulo Freire

Freire with Berkeley graduate student Stan Goto. This photograph was shared at the NCTE Detroit 1997 session: The Legacy of Paulo Freire.
Photo: Tommy Leonardi reprinted with permission

Since his death last spring, the outline of his life has been endlessly retraced — birth in Brazil in 1921, early work in social and educational reform nurturing the development of his concept of conscientization as authentic education, a concept which identified literacy with political awareness to empower the oppressed, and became the core of his doctoral dissertation and the central tenet of his life's work. Jailed briefly, exiled, but eventually acclaimed worldwide for his vision, Freire lived to see his methodology used in literacy campaigns in developing countries and his philosophy embraced as part of the foundation for participatory education practice in the West.

In journals, on listservs, at conferences this year, he has been eulogized, often in mythic terms. Now the question is how he will be remembered.

Freire's influence in America: Four stories

The National Council of Teachers of English arranged a session at their November conference to honour The Legacy of Freire. Glynda Hull, who chaired the session, highlighted his association with a questioning model as opposed to a transmission model of education. The presenters and audience reflected the richness of his legacy but also the potential dangers of deifying a thinker or reifying a methodology.

Caroline Heller, community activist and author of *Until We Are Strong Together*, a story of the Tenderloin Women's Writing Group in San Francisco, talked with quiet passion of Freire's influence on herself and others. "F. spoke in a currency that few others in education traded in...[He stood for]the union of language with need... He knew that needs that lack a language adequate to their expression may pass out of consciousness."

Lucia Villareal, a first grade teacher in California, invoked Freire as guide in her role as teacher/learner. Since her introduction to his writing in 1972 while she worked in the Chicano movement, she said she has been guided personally and professionally by his vision of education as liberation. She has moved beyond the bitterness of an oppressed person and used this vision to create communities that connect her classrooms to the families whose children learn with her.

Patricia Stock from University of Michigan also shared stories of her work in inquiry-based Michigan high school classes and in communities where projects such as "Write for Your Life" helped groups write proposals for social action projects in their neighbourhoods. Stock preceded her story by acknowledging some of the criticisms that have been made about Freire's work particularly concerning his practices in teaching adult literacy, and the roles played by middle class, bourgeois instructors. She noted Prinsloo's concern about the loss of meaning through excessive focus on the word. But she insisted that "much of the criticism is based on not understanding the richness of Freire's meaning."

Hal Adams, the final panelist, is best known for his work in South Side Chicago writing groups whose participants produce *The Journal of Ordinary Thought*. For Adams, Freire's thought is crystallized in the notion that "oppressed/oppressor" is carried within, and if a person is liberated, "this double consciousness is their gift to the world." He did say that he has always found transforming writing into action to be problematic.

One critic has suggested that Freire traded on hope, faith and trust rather than political reality, but Hull agreed that any tribute would have to include critique to be true to Freire's values.

The danger points became apparent when an audience member suggested that Adams was paying too little attention to Freire's notion of love. Some of the reactions were closer to adulation than critical engagement.

I do not believe that Freire would have welcomed blind worship or the possibility that a method would become catechism. In one of his last public appearances, he openly rejected the role of "god." [See p. 6].

There are serious criticisms of his applied literacy methodology; in fact, there is no place where this methodology has lead to the promised outcomes. There are legitimate feminist concerns about his ideology. Not all the criticism is based on lack of understanding.

Freire's lasting contribution to the world is his vision of a questioning model of education as a necessary, but not sufficient, condition for personal, social and political liberation. He has influenced, and will continue to influence, individuals and communities. His notions of conscientization and of literacy as the naming of cultural and social realities have become absorbed into thinking and practices in places and ways he could never have imagined. They are ideas that still generate argument. That is power. [LS]

Freire's oppositional models of education

The banking or transmission model

Education thus becomes an act of deposition, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiques and deposits which the students patiently receive, memorize and repeat. This is the 'banking concept of education in which the scope of action allowed to the student extends only as far as receiving, filing and storing the deposits.

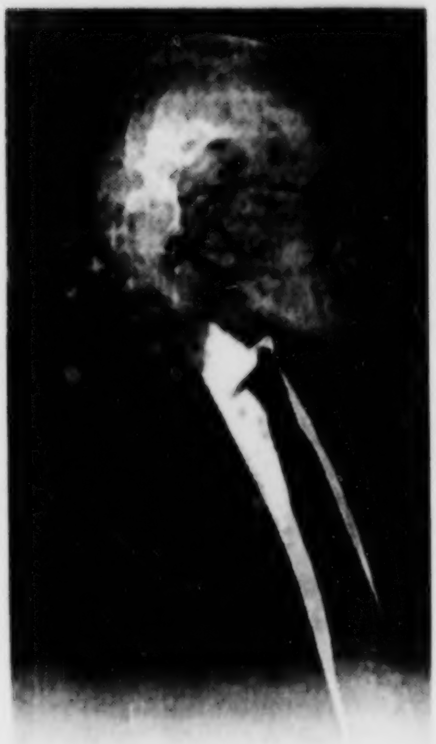
Freire, *Pedagogy of the Oppressed* (1970)

The questioning model

Conscientization is the deepening of the coming of consciousness. There can be no conscientization without coming first into consciousness To work, therefore, in a conscientizing posture,... is to search with rigor, with humility, without the arrogance of the sectarians who are overly certain about their universal certainties, to unveil the truths hidden by ideologies that are more alive when it is said they are dead.

Freire, *Pedagogy of the City* (1993)

Paulo Freire: Thoughts in his final year



Years of experience, suffering, illness and being revered cast him as a godlike figure for many. But a year before his death, in one of his last public appearances at the World Conference on Literacy in Philadelphia (1996), Paulo Freire rejected the typecasting. The opening comment of his keynote address was, "I am not God."

The speech, more a series of spoken aphorisms, crystallized many of his thoughts over a lifetime, including questions and insights about learning, literacy, knowledge and being. A few of these are captured:

On education and literacy

- Education alone cannot transform society but society cannot be transformed without education. The question for us is how to deal with the contradiction.
- I don't teach literacy for the sake of teaching literacy. Literacy is more than the technique of reading and writing.

On technology

- I struggle against technicians who reduce everything to technique.
- The question of technology is not in technology —it's in the politics of technology.
- I could not be an educator without being a politician.
- One of the challenges of technology and globalization — they demand rapidity. They demand an education that improves the capacity of a student to be him/herself.

On subjectivity and knowledge

- What is the role of subjectivity in the process of probing knowledge? We use the materials life gives us to create existence. [We have a] capacity for recreating knowledge...
- I memorize something because I know it — I do not memorize it in order to know it.

On fatalism and change

- Changing is difficult but it is possible. Change is necessary....
- We have to fight against the pragmatism which states that the lack of jobs in the world is a fatality. A fatality means we have no possibility to change it.
- There are some people interested in never having people understand why they are poor.
- We cannot remain silent in the face of fatalism. God cannot be responsible for misery. It is an affront to God to suggest it.

Notes from Paulo Freire's Keynote Address at the Gala Conference Dinner, 1996 World Conference on Literacy, ILI, Philadelphia PA, March 12 -15, 1996. [LS]

Faith, hope and charity: What adult education 'means'

Allan Quigley

[This fall, US adult educator and researcher Allan Quigley was given the Mattran Award for his contributions to adult education by the Commission on Adult and Basic Education (COABE). In his acceptance speech, he reflected on what adult education means to him and many of his colleagues who receive scant recognition or reward for their work. Excerpts from his acceptance speech at the 1997 COABE Annual Conference in Detroit are reprinted from the AAACE Commission on Adult Basic Education Newsletter, Fall 1997.]

For the past thirty years in this field, I've constantly been asked the same question - by friends, neighbors, strangers sitting beside me in airplanes. They ask: "What is adult education?"

I expect everyone here has been asked this at some time or another. And, I expect everyone has come up with some type of the answer - usually descriptive of the programs or adults who we teach. However, over the past year or so, and especially since hearing about this award, I've been thinking that it would be much more meaningful - more useful - if we were to think about what adult-education "means." Rather than what adult education "is," we might ask why people in this field get up each morning and do this work? We might ask why we are the last ones out of the building each night? We could well ask ourselves why this work of ours matters? And, why we do it at all?

I've come to the conclusion that the answer to the meaning of adult literacy education lies in the special characteristics that are found in the people who make up this field — not in the descriptions of what programs allegedly "are." And, ... I think there are three salient characteristics found in this field which are not found anywhere else with such depth.

First, I think this field has an abiding and enduring sense of faith. Faith in the capacity of people to change. Faith in the ability of people to be more than they are. And, above all, faith in the power of the word – the printed word, the written word, the spoken word – to unlock the secrets of the universe. It is a small fragile thing, but we have faith that the word can enable people to change — ourselves included.

Second, this is a field filled with hope. We are hopelessly hopeful. We hope our students will come back next week. We hope we will have a program next year. A budget next year. And a job next year. We hope that sometime - wouldn't it be nice to see in our lifetime - that the most powerful and wealthiest nation on earth will finally make a long term commitment to funding for this field.

Finally, and above all, this is a field founded and built on compassion. I don't think compassion is something that is learned. I don't know how it is taught. But I see it all the time in this field — freely given. It is a unique quality in adult literacy education I find nowhere else. And it is one reason why I love this field so much.

When you consider that the people who do this work often receive little or no pay; get little or no prestige in the world of education, or society, you realize that people do this work mainly because they care.

If faith, hope and charity - or what I want to call compassion in today's terms - sound quasi-religious, it's because I believe this field is not just a collection of courses. It is a calling. And, I have been privileged to be part of it....

Media literacy, information technology

Dr. Chris Abbott, Lecturer in Education at King's College, London.
Len Masterman, Senior Research Fellow at the University of Liverpool.

[This article is an excerpt from an advisory document produced by Chris Abbott and Len Masterman in February 1997 which considers some of the major implications of information and media technologies for the teaching of English. The context for their analysis is the UK, but their observations transcend national boundaries and provide a framework for thinking about the links between literacy as conceived in traditional English teaching and the broader literacies called for by media and information technologies. The full document is available as ***Working Paper in Literacy, No 2,*** *from The Centre for Literacy.* (LS)]

BOX

Overview: An underlying assumption

There is an important distinction between Information and Computer Technology (ICT) and Media Education which needs to be understood and lies beneath our summary of the position: Media Education is both a content area and a way of working; ICT, on the other hand, is a set of tools which English teachers and pupils can use. The content of ICT is relevant only within the Technology.

In this document, we draw together in summarized form:

- a) Some common issues and questions raised by information, communication and media technologies.
- b) Some important areas of difference.
- c) Some key issues and questions raised by these technologies for English curriculum planning
- d) Implications for the National Curriculum in English (UK) including the basic components of an effective media education within English.

[Ed. note: Parts (a) and (b) are reprinted here.]

a) Some common issues and questions raised by information and media technologies

I) Both ICT and the mass media raise immediate questions about the impact of relatively new and still developing technologies upon the traditional processes of literacy teaching and cultural continuity as embodied within English. In particular these technologies have unsettled many of English's most basic assumptions and compelled us all to look again at what we mean by communicative competence, reading, writing, criticality, authorship, audience etc.

II) The widespread availability of and access to these technologies in the UK .... raise questions about the implications of these technologies for majorities of people. These questions are both utilitarian (How can they be used most effectively?) and cultural (What are their wider cultural implications?).

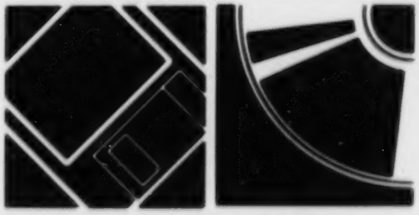
The ways in which these technologies will be used in the English classroom will be vital to the wider processes of social and cultural inclusion or exclusion. Whereas much English teaching in the past has been devoted to the defense of minority culture, and has produced differential access to cultural and linguistic competencies, the new technologies encourage the development of more pluralistic and diverse perspectives. Information will no longer be under the control of the teacher, for example, but will be called up at the discretion of the pupil. The new technologies transform the role of development. A pupil's abilities in accessing, organizing, and critically interpreting information from the widest diversity of sources become of paramount importance.

III) Whilst media and information technologies are very different, there is a growing degree of convergence between them, exemplified by the coming digitalization of television, and the increasing interactivity between computer, telephone, television, satellite and cable systems. The different technologies, then, raise a larger set of common social and cultural issues: about ownership and control of information sources; about the commodification of information; about globalization and media imperialism; about cultural identity; about the kind of information which does and does not get produced, and why.

IV) Whilst many of these issues may seem somewhat theoretical and remote from the concerns of most school pupils, in fact they impinge directly on the experiences of even the youngest children. The technologies themselves are child-friendly, and can be used by children independently of adults. And children are an important target market for many commercial and cultural global products (Cultural imperialism is often referred to as "Coca-Colonization" or Disneyfication," for example). The critical agenda developed by media education has a wider application across all of the technologies and can help to de-naturalize the taken-for-granted processes of information and cultural transmission for all school pupils.

V) Both technologies hold out the possibility of either restricted or elaborated forms of literacy: of literacy as either a set of merely technical competencies, or as a fuller repertoire of critical questions and approaches.
VI) Both technologies promise more interactive ways of working than is generally provided by paper-based and literary forms of communication. They raise the basic distinction between information and knowledge, and help promote an understanding of knowledge as a construction, a product of the interaction of information and the critical questioning of the learner.

Newer technologies raise equally fundamental questions about the preservation of democratic and humane values in an Information Society. The new technologies are implicated in contemporary discussions on human rights at all levels.



VII) Both technologies raise fundamental questions of values. Whilst English teaching has had as its moral centre the notion of literary value, the belief that a selective tradition of literary texts embodies and crystallizes those liberal-humanist, civilized and civilizing values which lie at the heart of the good society, the newer technologies raise equally fundamental questions about the preservation of democratic and humane values in an Information Society.

The new technologies are implicated in contemporary discussions on human rights at all levels. Not only is the exercise of basic political, civil and social rights now highly dependent upon the ability to access and interpret information from computer and media sources, but communication rights are now themselves recognized as constituting a distinctive "third generation" of human rights. These communication rights go beyond rights of access to information to include expressive rights (in the word of one international report, "the right of local communities and minorities of all kinds to make their voices heard"), rights to reciprocity and exchange of information rights of access to those skills and discourses which will enable citizens to interpret, make their own sense of and produce their own messages from the new technologies.

VIII) Although we have been concerned to stress the functional, creative and critical uses of both media and ICT within English, it should be emphasized that we are not advocating a "technology-centre" approach to English teaching, nor any kind of reduction of English to a series of technical operations. The technologies do not replace English, but call for an extension of the English agenda into new areas and using new tools.

b) Some important areas of difference

I) Basic media and computer "literacies" are very different. They involve the encoding and decoding of different symbolic forms. Apart from the mastery of keyboard skills, computer literacy has been, within English, largely print-based, and the development of print and computer literacies have proceeded in parallel. The media, on the other hand, are primarily iconic systems which can be decoded without formal teaching. Engagement with the idea that the media are indeed symbolic systems and not simply reflections of reality constitutes the beginnings of media literacy.

II) The two technologies have made their major impacts upon different parts of the English curriculum. It is the cultural implications of the media and the threat they have posed to traditional literary volumes that have traditionally been of greatest concern and it is in the area of "critical reading" that the media continue to make their most significant mark, albeit that the aims and purposes of "critical reading" are subject to the most vigorous debate.

A deficit model of ICT sees it as a selection from a limited number of pre-set tasks, a definition which might have been true of the drill and practice programs or interactive adventures of the 1980s but is woefully inadequate for the present day.

ICT has arguably made its greatest impact in the sphere of writing, where the once "advanced" skills of planning, drafting, correcting, re-drafting can now be taken with pupils at KS 1 and 2 [key skills levels as defined in the UK national Curriculum]. However, in recent years, the advent of CD-ROM multimedia texts and interactive World Wide Web sites has made ICT central to reading too. With speech synthesis now commonplace and speech recognition affordable, speaking and listening are also poised to make use of new tools.

III) In general it can be said that whereas ICT is essentially a set of technologies which can enable teachers and pupils to achieve more easily and creatively objectives traditionally associated with English teaching, media education is a discipline with its own rationale, core concepts and modes of investigation. It is thus distinct from English (in a way that the use of ICT within English is not), though, as a text-centred activity it has much in common with it.

IV) A major distinction between ICT and Media is frequently made on the grounds that whereas the media are essentially one-way communication systems which encourage passivity, ICT promotes greater involvement and interactivity.

In fact a formidable body of research has demonstrated the range and variety of interactions which audiences have with the media, whose consumption is generally integrated into a whole round of domestic rituals. The primary function of media education is precisely to promote as wide and sophisticated range of interaction with the media as possible. Media literacy students tend to answer back, shout at, interrupt and carry on a continuous dialogue with their media, frequently within the social context which is itself complexly interactive. The kind of interactivity offered by ICT in the past compared rather poorly with even the most limited forms of social interaction. The hyperbole surrounding ICT's interactivity can even be read as a PR response to the considerable technical deficiencies of computers in the sphere of interaction.

A deficit model of ICT sees it as a selection from a limited number of pre-set tasks, a definition which might have been true of the drill and practice programs or interactive adventures of the 1980s but is woefully inadequate for the present day. Creating a totally original city with all its services, using LOGO to create rather than play an adventure and producing a fully-authored multimedia package are activities which are eons away from previous uses of ICT and they can be seen in many classrooms.

It would be true to say, however, that the lack of interest by English teachers in aspects of ICT in society has meant that rather less progress has been made in pursuing the really interactive questions: how that media has been constructed, whose interests it serves, the values implicit in it, what has been omitted from it, and who is allowed and denied access to it.

Media Education Conferences Quicklist

(see Conferences p. 22 for chronological listing and information sources)

☑ **The Second World Summit on Television for Children**
March 9 - 13, 1998, London, UK

☑ **MEDIA 98: An International Conference on media, culture, and education**
March 20 - 22, 1998, University of London, UK

☑ **Second World Meeting on Media Education**
May 18 -19, and 20 -24, 1998, Sao Paolo, Brazil

☑ **Media Literacy in the New Millenium**
June 19 - 20, 1998, New York, NY

☑ **National Media Education Conference**
June 28 - July 1, 1998, Colorado Springs, CO

☑ **NYU-London University Summer Abroad Program in Media Education**
June 27 - July 12, 1998, London, UK

☑ **Teaching with Mainstream Media**
SUMMER 1998, University of Arizona at Tucson, College of Education

ANNOUNCING WORKING PAPER No.2

The Centre for Literacy is publishing a series of occasional Working Papers on Literacy.

Paper No.2 is "Media literacy, information technology and the teaching of English" by Abbott and Masterman. Excerpts of this paper appear on pp. 8-11 in this issue.

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Adult literacy and technology

Excerpts from a discussion paper by David Strong, researcher

[David Strong wrote a discussion paper on Adult Literacy and Technology (with an emphasis on using multimedia) in spring 1997, during an internship at The Centre as completion of a graduate requirement at Concordia University, Montreal. An edited version of the paper will be available as a Working Paper on Literacy in 1998. The excerpts below touch on some of the key issues. The full bibliography is in **Resources**, *p. 14*].

Resistance

While technology in the school system is generally accepted, there has been much more resistance in adult education. Turner (1993) writes that this may be attributable to the fact that adult education tends to be "highly humanistic and process-oriented." (6) That is not difficult to accept, given that much of the software actually used in adult literacy (often out of date) belongs to the old drill and practice (also known by some practitioners as "drill and kill") typology.

Resistance may also be a function of the dearth of sound research in the field, noted by numerous authors (Rachal 1995; Turner 1993). Rachal's review of the experimental literature published between 1979 and 1994 demonstrated many shortcomings in the research:

> [D]esign details were sometimes left inexplicably vague.... Other design flaws or ambiguities recurred with unnerving frequency: for example the size of the control and experimental groups was not always clear, nor was the period of time devoted to CAI within the experimental groups. N's [numbers of participants] were sometimes small, and treatment periods were sometimes short... Not least, the abilities of the individual instructors were rarely assessed, and few studies indicated whether the teachers were the same or different even when one site was used. As for the experimental groups, CAI can only be as good as the software. Such limitations should give pause to the CAI enthusiast.... future researchers should be attentive to and scrupulously avoid these design weaknesses and ambiguities in reporting. (Rachal 1995, 250)

"...Rachal acknowledged the inherent difficulty of adhering to rigourous experimental controls " on a population whose participation in such programs is usually voluntary and is commonly marked by irregular attendance and substantial attrition".

Still, Rachal acknowledged the inherent difficulty of adhering to rigourous experimental controls "on a population whose participation in such programs is usually voluntary and is commonly marked by irregular attendance and substantial attrition" (250). As Turner (1993) has pointed out, the problem is compounded, not only by a serious lack of sound assessment and evaluation in most literacy programs, but by adult literacy's marginal status — that is, not being a "separate field in education, with its own theories, research base, and accepted standards" (47).

Staff training

The other commonly reported deficit is in terms of human resources: the ability to hire more, and better qualified, staff, and to do regular in-service training. Voluntarism remains a mainstay of the adult literacy movement. Often technology fails to be used to its full potential because staff don't have enough time, another way of saying that there are insufficient resources to permit someone to take the time required to really become proficient with the technology. At this point, it is still a mistake to believe that even computer-friendly learners won't need teachers. And as Turner observes, the attempt to accommodate more learners through using "teacher proof" technology, "billed as requiring little more than an assistant to flip the power switch" doesn't work (60).

In a study at the Cumberland Campus of Nova Scotia

Community College, 80% of learners in a literacy research and development project wanted *more*, not less contact with an instructor: "Students felt they had learned but wanted the personal input from the instructor to confirm that they were learning" (Moore 1993, 6).

Multimedia

The advantages of multimedia for the adult learner includes many of the desired elements from other technology-based learning tools, plus a few others unique — or at least more strongly realizable — in multimedia. Of course interactivity, individualization and learner-paced are fundamental qualities (Vrasidas 1995, 4). Multimedia can also more convincingly simulate, and thus "bridges conventional learning and the workplace (or wherever these skills might be applied); building a real-world learning environment to which the learner can bring many different skills" (Bixler and Spotts 1992, 14).

At this point, it is still a mistake to believe that even computer-friendly learners won't need teachers.

Presenting information in different modes (auditory, textual, graphically) can enable adult literacy learners to go beyond what they might be able to do if restricted to only textual materials. Well-designed multimedia can more easily accommodate different learning styles (for example, visual, kinaesthetic, auditory). All of the above characteristics of multimedia can increase learner motivation (Vrasidas 1995; Moore 1993). Moore reported that students frequently arrived early, left late, and worked through breaks so they could have more computer time. Attendance also improved. It should be noted that this was only an 11-week trial. Questions can be asked about how much of this motivating effect is due to novelty. There is a need to see more long term studies in this area, as in so many other aspects of adult literacy education.

David Strong is an adult education teacher and researcher who has studied literacy and technology and developed software. He is a trainer at the Centre for ***The New Reading Disc****.*

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The Centre for Literacy has recently added a number of resources to the vertical file section of our literacy & teaching collection.

Adult literacy and technology: A selected bibliography

prepared by David Strong, researcher

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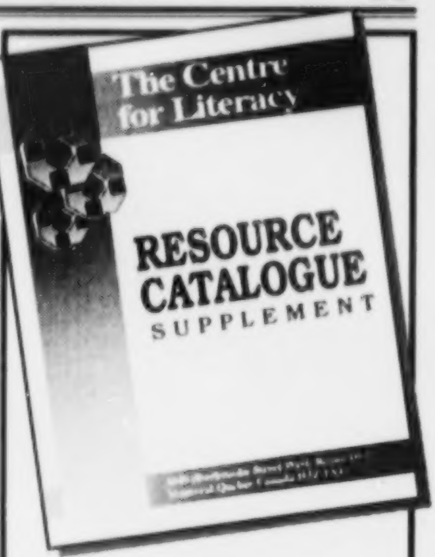
The Centre for Literacy

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The Centre for Literacy has produced a Supplement to its Resource Catalogue. The Supplement, which contains a listing of almost 500 new items that were added to the collection between June 1996, and June 1997 is available on-line at our web site: www.nald.ca/litcent.html

A bound copy can be ordered for $5. The Supplement is included at no extra charge with any order for the full Catalogue at $25.

Please make cheques payable to The Centre for Literacy.

Adult competency assessment: What is being measured? The case of CASAS

[The following notes are excerpts from several postings to the NLA listserv in February 1997 by Tom Sticht and Paul Erickson from the CWELL Action Research Center in San Diego.(E-Mail perickso@mail.sdsu.edu) They are reprinted with permission of Tom Sticht. Ed]

In working on the Equipped for the Future (EFF) study of the National Institute for Literacy in 1996, the CWELL reviewed previous large-scale projects by federal and state governments to provide a new adult literacy education system. In the light of recent calls for government action to provide leadership in reforming adult literacy education, it may be useful in informing the present discussion to review other major projects by state and federal governments to implement the reforms called "competency-based adult education-CBAE" [See Questions BOX]

Questions

- Research may find it useful to ask: "How good was and is the initial and continuing research that provides the basis for decisions costing millions of scarce adult education monies?"

- Practitioners and administrators may find it useful to ask: "What is the evidence being offered that new reform will lead to different program content and methods that I can use to improve
  (1) •participation• (including retention and attention) of students,
  (2) •achievement• of learning and transfer of learning outside the classroom (including entering new education or training programs, attending college, improving communities or improving adult's chances for employment and/or higher wages where these are goals), and
  (3) •prevention• of learning problems of children in and/or out of school for those with children or who will have children?"

The CASAS project: An overview

As a major part of its competency-based adult education initiative, in 1980 the California Department of Education, Adult Education Unit, initiated the California Adult Student Assessment System (CASAS)

CASAS was designed to enable adult educators to develop and evaluate a life skill curriculum linking instruction and assessment. Today, CASAS has participants in 49 states, and the name has been changed to the Comprehensive Adult Student Assessment System. The CASAS testing and curriculum referencing system is used in adult education programs for continuation high schools, juvenile court schools, correctional institutions, alternative high school completion, welfare, family literacy, employability, workplace literacy, English as a second language, General Education Development (GED) preparation and adult basic education (CASAS (June 1995). National Summer Institute 1995: Assessment in an Era of Change. San Diego, CA: CASAS)

CASAS has been validated as an effective approach to adult literacy education by the US Department of Education, and is included in the National Diffusion Network. According to the CASAS Quarterly Report for Winter 1996-97, state-wide adoption in more than 15 states use the entire CASAS system — the CASAS competency list, curriculum materials, and tests— on an ongoing basis.

Some "criticisms" of the CASAS project

Some of the criticisms concern the validity of the CASAS competency tests, some the usefulness of the instructional guidance provided by the tests. None of the criticisms are unique to the CASAS; they are applicable to the NALS (and its commercial version the Tests of Applied Literacy Skills) and other standardized assessments using complex tasks as test items.

Validity criticism: What is being tested?

As noted in an earlier posting, the Adult Performance Level (APL) researchers stated, "The knowledge, skills, and abilities that an adult possesses within a specific area overlap with knowledge, skills, and abilities in other areas." The CASAS manual for item writing (1983, p.1) [See Box] makes a similar point about the overlap of skills and knowledge within a given test item:

This overlap of skills (reading, writing, speaking listening) and content knowledge areas illustrates one of the difficulties in determining the validity of assessments that use complex, real world tasks (including the APL and the recent NALS). The problem is that it is not clear what is being measured, and that is the determining feature of validity. That is, a valid test is one which measures what it is supposed to measure— and only that! But as the CASAS test manual makes clear, when one has administered a CASAS test item, it is not clear just what has been measured, and this is especially important for determining what one should teach when tasks are not performed properly.

Problems with instructional decision-making

Possibly because of the unknown nature of just what competence is involved in performing the various CASAS test items (and similar complex task oriented tests), teachers often do not know exactly what to teach even if they know what "level" of instruction to assign students. In a study of the implementation of the CASAS assessment and other CBAE methods in California, "...the majority of instructors commented in interviews that keeping records of individual student competency attainment —particularly in ESL classes— was "not helpful," "not attainable," or "not feasible." (p.22) Adult Education instructors "...frequently expressed the concern that a competency-based life skills approach, at least as defined by existing competency lists, was not appropriate for their students." (p.40) (It should be noted, though, that all ABE students interviewed reported that at least some of the "life skills" education was useful.) (p.40) *(Judy Alamprese & Others (1987, March) CBAE Evaluation Study Report, Investing in Change: Competency-Based Adult Education in California, San Diego, CA: Comprehensive Adult Assessment System).*

Though teachers may be provided with lists of the competencies that their students did not perform well on in a CASAS test, it has been noted that in many cases the tests do not contain enough items that measure the same competency to provide a reliable estimate of a person's competence in the given area. *(Gregg Jackson, Chapter 3 in Tom Sticht(1990 January). Testing and Assessment in Adult Basic Education and English as Second Language Programs.Washington, DC: US Department of Education, Division of Adult Education and Literacy.)*

Criticism of the CASAS by the General Accounting Office included comments by ESL teachers who were dissatisfied with the CASAS test as a measure of how well adult education students learned to communicate in English. Some employment training staff said that the CASAS test did not give them sufficiently specific information about their clients or focused too much on life skills. *(General Accounting Office(1995, September), Adult Education: Measuring Program Results Has Been Challenging (GAO/HEHS-95-153).*

BOX

Overlap of skills and knowledge

" In a competency-based instructional program, assessment should reflect life skills as described by clearly defined competency statements. A functional transfer, multiple-choice context is used [in CASAS tests] because it measures a student's ability to transfer learning from the classroom to real-life situations (as simulated by paper and pencil tests).

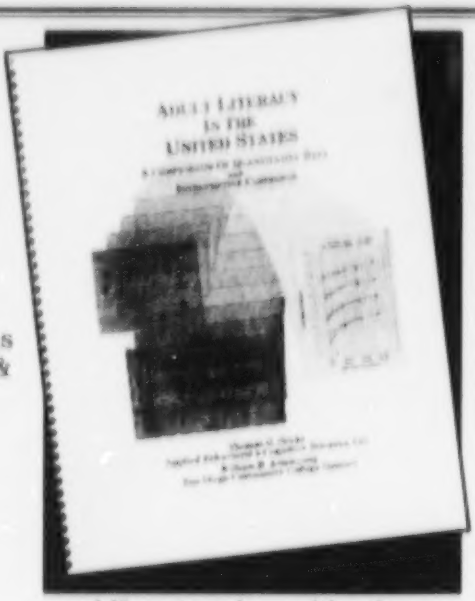
A word of caution must, however, be noted. The use of the functional transfer context generally tests the use of two or more skills. Therefore, this context is not appropriate in itself for diagnosing weaknesses in specific skills since it is difficult to determine which skill was performed incorrectly.

The following example of the functional transfer context can illustrate this point. Suppose an item requires the examinee to balance a checkbook. If the examinee answers the items incorrectly, which one (or more) of the following problems is the cause? Is it the examinee's inability to read or comprehend the verbal material? Is it the examinee's lack of familiarity with the use of a checkbook or lack of familiarity with the specific type used as the illustration for the item? Or is it the examinee's inability to compute the correct answer? The specific skill diagnosis cannot be determined."
Source: CASAS manual 1983

What do adult literacy assessments mean?

Adult Literacy in the United States: A Compendium of Quantitative Data and Interpretive Comments, Thomas G. Sticht, Applied Behavioral & Cognitive Sciences, Inc. and William B. Armstrong, San Diego Community College District, 1994. *

reviewed by Linda Shohet



This report recasts old information to create new knowledge which should be part of the required knowledge base of any policy maker, researcher or teacher trying to grasp the meaning of large-scale literacy assessments in relation to public policy, program development and classroom practice.

Tom Sticht and William Armstrong, with a grant from the National Institute for Literacy, though in no way reflecting the position of the funder, have produced an invaluable reference text that calls into question much current literacy assessment, including the assertion that testing with tasks from daily life is a recent innovation.

Outlining and commenting on major US adult literacy assessments from 1917 to 1993, Sticht and Armstrong review early military tests beginning with the World War I Army Alpha test for literates and Beta tests for non-literates, and working through to the first civilian test designed by Guy Buswell in Chicago in 1937 using "functional real world" materials —- like those in the 1993 National Adult Literacy Survey (NALS). They survey the 1971 NAEP, the 1971 Harris surveys, the early 1970's Adult Performance Literacy (APL) studies, the 1986 Young Adult Literacy survey that developed the Prose, Document and Quantitative scales used for the NALS in 1993. Although they completed this text before the IALS was released, their conclusions would not be changed if it were added.

The Compendium is divided into an introduction and three parts. The introduction provides the theoretical framework for their interpretations built on concepts drawn from the cognitive sciences. These include emphasizing the role of knowledge in literacy, the developmental nature of literacy with adult ability rooted in childhood processes, and the constructive and social nature of cognitive development (including literacy).

Part I summarizes the major assessments listed above and gives examples of many test items with commentary. Part II looks at several Special Topics including studies of the assessment of listening and reading skills of adults, the intergenerational transfer of literacy, and relationships of literacy to occupations and job performance. Finally, Part III offers data and comment on the Testing of Adult Literacy Development in Education Programs using examples of changes in literacy skills in programs from three states, as well as reading gain score data from around the US, and data on longitudinal changes as a function of participation in programs for up to three years.

While there are many who dispute the accuracy or pertinence of standardized tests in general, and in particular, for adult literacy or basic education students, there are few who would dispute that testing has been, and remains, a driving force in American education. In the past decade, Canada, the UK and Australia have been adopting literacy testing models and, since the International Adult Literacy Survey, many OECD countries are following suit.

You do not have to agree with all the interpretations, but the Sticht &Armstrong *Compendium* puts large-scale literacy assessment into historical perspective and raises some explicit questions about what these tests mean and implicit questions about why they have been, and continue to be, given on a regular basis. [See BOX p. 19] [LS]

BOX

Some of the findings & interpretative comments

- Most tests of "intelligence" or "aptitude" are remarkably like "literacy" tests, relying on various combinations of reading, writing, listening, or computational tasks. (xi)

- Highly literate adults perform well and end up being rank-ordered in a similar manner across numerous tests of "intelligence," "aptitude" or "literacy." They do this because they possess an extensive knowledge base in long term memory and an efficient information processing system in working memory. (xi)

- To achieve high levels of literacy, adults must develop an extensive knowledge base and efficient information processing skills for reading and writing. Since these require development over time, "adult programs must either retain adults for long periods of time, or stimulate adults to engage in extensive reading and writing outside of programs, or both. However, present adult literacy programs do not focus on developing any particular bodies of knowledge, except to a limited degree in GED preparation.

  When time is limited, programs may develop a fairly extensive body of knowledge in a restricted domain, in a fairly brief period...However, there is reason to question whether this new knowledge will be retained unless it is actually used either in additional education and training programs or in day-to-day activities."(xi)

- Practice in reading is important. "[A]ssessments... show that years of education, amount of practice and increased skill go together...Extensive free-reading practice may be as important as direct instruction in producing higher levels of literacy." (xii)

- Despite debate about suitable test items, whether multiple-choice or constructed response, "academic" or "real world," there is a remarkable similarity among test items over the last 75 years. (xii)

- Findings have remained similar over 75 years, e.g. higher educated adults perform better than less educated; younger adults perform better than older; higher income groups perform better than those with lower incomes.

  "This suggests that, if the concern is simply to identify adults who are high, medium or low in literacy skills, consideration should be given to research for identifying the most cost-efficient methods of assessment. For instance, the very simple vocabulary and paragraph comprehension tests of the Armed Forces Qualification Test (AFQT) produce about the same distribution of adults in five literacy levels as does the more extensive (and expensive) National Adult Literacy Survey (NALS)." (xii)

- In the adult literacy programs studied, data from pre- and post-test scores and gains showed programs are "uniformly successful in increasing adult literacy skills by 0.5 to 1.5 "years" in anywhere from 1 to over 200 hours of instruction. This observed gain is only minimally influenced by the entering level of adult's skills or the hours of instruction between pre- and post-tests." (xiv)

- The data for those who remained in programs for more than a year were limited; however, based on average scores for programs (as opposed to individuals) students tended to show little gain after the first post-test. Generally, when "standardized tests were criticized as invalid indicators of what was actually learned, no alternative indicators of growth in achievement were reported." (xv)

This document can be downloaded from the National Adult Literacy Database at www.nald.ca It can be borrowed in hard copy from The Centre for Literacy.

Do referral services work? A study

Increasing awareness for successful outcomes: Referral services in Quebec, A Research Report, by Mandie Aaron. Literacy Partners of Quebec. 1997. 26 pp.

reviewed by Linda Shohet

Student Services in Adult Literacy
LPQ
Increasing awareness for successful outcomes
Referral systems in Quebec
LPQ
Literacy Partners of Quebec

In 1996, Literacy Partners of Quebec hired a researcher to do a needs assessment of the telephone referral process for English-speaking adult literacy learners in Quebec. They wanted to identify aspects of the LEARN Line process which worked effectively and those which needed refinement. The study examined what happens after the initial call to the LEARN Line is made; whether or not callers continue on to the next stage and why; if not, why not. It asked how successful callers are in accessing services and looked at what conditions led to positive outcomes.

One positive outcome of the study is this publication which should be useful to providers of referral services. The questions they asked are of broad interest [See BOX on UK referrals] and the findings, while disappointing, can be used to inform changes in practice not only by the referral service providers but ultimately by the educators who are supposed to be providing the end-product.

The report is divided into three sections. The first gives a general overview of the demographic findings of the survey and discusses responses from callers who called the LEARN Line for themselves, responses from callers who called to find services for someone other than themselves, and responses from individuals who called to volunteer their services.

Another section discusses interviews with the directors of eight regional literacy councils to give an overview of their referral procedures. Since there is no 1-800-number in the province, they are responsible for referral in their respective areas and do not follow a uniform procedure. The final section is a summary of recommendations and conclusions. Appendices include the interview protocal and the intake form used for the LEARN line referral service.

Excerpts from the Conclusions

...the majority of respondents were very happy to share their experiences. They were glad that someone had called to inquire about the progress they had made and were pleased that someone was taking an interest in them.

...

While this study provided answers to many questions, it also raised many potential areas of inquiry. What, for example, is stopping people from following through on the process? Why do some tutors take the training and then withdraw before they are even matched with a student? Why do some students remain with a tutor or in a class while others drop after the first few sessions?...

....

Other issues raised by this study need to be addressed by the different literacy councils and service providers themselves. The most important issue ... is why so few students in the Montreal area actually receive the help they are seeking. In this study, 42 per çent (n=31) of student callers received any form of help at all. Of those, only 7 per cent (n=5) were sufficiently satisfied with the help to stay with it. Issues surrounding tutor effectiveness, student reliability, first-language of students, support for tutors, motivation etc., are not part of the LEARN Line's mandate and need to be examined by the literacy councils and service providers. Addressing these issues in a cooperative manner could help significantly to improve the literacy services offered in this province.

Telephone interviews were used to gather information from individuals who had telephoned the LEARN Line during the twenty-four month period between March 1, 1994 and February 29, 1996. 393 calls were made during this period.

The researcher attempted to reach all 393. Calls were made on different days and at different times of the day, but it was difficult to contact many of the individuals targeted. This is a mobile population. In addition, due to assurances of confidentiality, it was not possible to leave a message for people when they were not at home and they were left out of the study after a minimum of two attempts to contact them. In the end, 140 individuals were interviewed, of whom 123 provided pertinent information.

The researcher identifies one problem with the research design. Direct comparisons cannot be made between services in Montreal (a large urban centre) and those in outlying regions (mainly rural, or if urban, then with extremely small English-speaking populations). For the Montreal area, only those seeking services , i.e. students and tutors, were interviewed. No information was obtained from the service providers. In the outlying regions, only administrators of the regional literacy councils were interviewed. She suggests that, to make comparisons, further research could include interviews with the administrators in the Montreal area and with students in the regions.

The researcher notes several times that the percentage of respondents getting information from radio and television may be higher than reported, because those citing the Yellow Pages™ had to have been directed there, which is what the TV and radio ads do. As determined in similar studies, TV and radio are effective ways of reaching this target population.

Among the findings is that 32% of the student callers do not follow up the referrals given. 42% did receive services, but only 7% of them were still in classes or working with a tutor when they were surveyed. This moreor less confirms general estimates of between 5% and 10% of adult literacy students actually receiving help. The researcher found that several students asked again for the referrals when she called. Among her recommendations was that a follow-up call within two months of the initial call could make a difference. This recommendation has already been acted upon according to the LEARN service. Other conclusions have to be taken up in other arenas [See BOX, p. 20]. Naming the needs is a first step.

Copies of the report are available for $10 (including postage and handling) from Literacy Partners of Quebec, 3040 Sherbrookes Street West, Montreal, Quebec, H3Z 1A4, Tel.: (514)931-8731, ext 1413; Fax: (514) 931-5181

Referral Services can be improved - an example

The Basic Skills Agency (formerly ALBSU) in UK has run a 0800 Telephone Referral Service since 1980. When they had it independently evaluated it in 1994, it was judged a disaster. "While the telephone part of the service operated fairly effectively, few of those who called the 0800 number were ever contacted." Although they considered closing the service entirely, they decided there were strong reasons to have it and set about correcting the weaknesses. When re-evaluated in 1997, although it still needs further attention, the service was much stronger.

Findings in 1997:

- 63% of callers were followed up compared to 22% in 1994.
- 54% were contacted within a week of the call.
- 75% called within a few days of finding out about the Service.
- 39% found out about the number through TV and 41% through radio ads.
- 86% rated the Service as good overall compared with 32% in 1994.
- 82% were satisfied with the follow-up.
- 50% did not enrol in a course (33% of these had been followed up anyway).
- 31% were currently in a course. All said they found the course useful.

Source: *Basic Skills*, September/October 1997. The Basic Skill Agency, pp. 4-5.

Chronological Conference Listing

Local

The 23rd International Learning Disabilities Association of Quebec Conference (LDAQ)
March 19 - 21, 1998
Montreal, QC
Information: LDAQ, Tel: (514) 847-1324; Fax: (514) 281-5187

National/International

Writing Across the Disciplines Conference
"Making Connections VI"
February 13, 1998
Florida International University
Information: Robert Ratner, Writing Across the Disciplines, Florida International University, Miami, FL 33199.
Tel.: (305) 348-3327

Fourth International Pedagogy and Theatre of the Oppressed Conference
March 5 - 7, 1998
University of Nebraska, OM
Information: Rita Shaughnessy,
Tel.: (402) 595-2355;
E-mail:pedagogy@cccs.unomaha.edu

Canadian Labour Force Development Board Labour Market Partners' Forum
March 9 -10, 1998
Toronto, ON
Information: Tel.: (613)233-5179;
Fax: (613)233-4766; 1-800-342-7146;
Web site:www.clfdb.ca

The Second World Summit on Television for Children
March 9 -13, 1998
London, UK
Information: The Second World Summit on Television for Children, c/o Event Organisation Company, 8 Cotswold Mews, Battersea Square, London SW11 3RA, Tel.: 011 44 171 228 8034, Fax: 011 44 171 924 1790,
E-mail: eventorg@eventorg.com

32nd Annual Teachers of English to Speakers of Other Languages (TESOL) Convention & Exposition
March 17 -21, 1998
Seattle WA
Information: Tel.: (703) 836-0774;
Fax: (703) 836-7864;
E-mail: conv@tesol.edu;
Web site: www.tesol.edu

Technology and Persons with Disabilities 13th Annual International Conference
March 17 - 21, 1998
Los Angeles, CA
Information: Tel.: (818)677-2578;
Fax: (818) 677-4929;
E-mail: LTM@csun.edu;
Web site: www.csun.edu/cod/

MEDIA 98
An International Conference on media, culture, and education on the eve of the new millenium
March 20 - 22, 1998
University of London, UK
Information: Cathy Bird, Conference Office, Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL, Tel.: (171) 612 6017;
Fax: (171) 612 6402;
E-mail: c.bird@ioe.ac.uk;
Web site: www.ioe.ac.uk/media98

Association for Supervision and Curriculum Development (ASCD)
March 21 - 24, 1998
San Antonio, TX
Information: ASCD, 1-800-933-2723;
Fax: (703) 299-8631;
Web site: www.ascd.org

1998 CCCC Annual Conference
"Ideas, Historias, Cuentos — Breaking with Precedent"
April 1 - 4, 1998
Chicago, IL
Information: Victor Villanueva, Jr., Program Chair, NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096, or call Eileen Maley (217) 328-3870, ext 286.

Commission on Adult Basic Education Annual Conference (COABE)
April 9 -12, 1998
Corpus Christi, TX
Information: AAACE, 1200 19th Street NW, #300, Washington, D.C. 20036.Tel.: (202) 429-5131;
Fax: (202) 223-4579

National Conference on Family Literacy
April 19 - 21, 1998
Louisville, KY
Information: National Center for Family Literacy, Tel.: (502) 584-113

Third Annual Conference Workplace Learning: Strategies for Success
April 20 - 21, 1998
Milwaukee, WI
Information: 1-800-446-0399;
Website: www.cew.wisc.edu

International Reading Association (IRA)
May 3 - 8, 1998
Orlando FL
Information: IRA, Tel.: (302) 731-1600;
Fax: (302) 731-1057; E-mail: pubinfo@reading.org;
Web site: www.ira.org

1998 Business, Education and the Community
May 10 - 12, 1998
Ottawa, ON
Information: Joeanne Mahoney, Conference Administrator,
Tel.: (613) 526-3280, ext. 234;
Fax: (613) 526-4857;
E-mail: mahoney@conferenceboard.ca

Second World Meeting on Media Education
"Multimedia and Education in a Global World; At the 50th Year of Human Rights Declaration"
May 18 -19, and 20 -24, 1998
Sao Paolo, Brazil
Information: Roberto Aparici, Spain (raparici@sr.uned.es); Kathleen Tyner, USA (media lit@sirius.com);
Robyn Quin, Australia (R.Quin@Cowan.edu.au)

Canadian Association for Distance Education (CADE)
May 21 -24, 1998
Banff Centre, Banff, AB
Information: Lori Oddson, Learning Services Outreach, Athabaska University, 2nd Floor, North Tower, 10030-107 Street, Edmonton, AB, T5J 3E4

Canadian Communication Association Annual Conference Congress of the Social Sciences and Humanities
May 31 - June 3, 1998
Ottawa, ON
Information: Roxanne Welters, CAA, Liaison Officer, Département de communications, Université de Montréal, C.P. 6128, Succ. Centre-Ville, Montréal, QC, H3C 3J7,
Tel.: (514) 343-6111, ext. 5434,
Fax: (514) 343-2298;
E-mail:acc@com.umontreal.ca

Laubach Literacy Action 1998 Biennial Conference
June 11- 14, 1998
Columbus OH
Information: Tel.: (315) 422-9376, ext. 283; Fax: (315) 422-6369

Media Literacy in the New Millenium
June 19 -20, 1998
New York, NY
Information: Maddy Steinhart, United Federation of Teachers,
Tel.: (212) 598-9298

4th International Partnership Conference "New Alliances for Learning for the Next Millenium"
June 27 - July 1, 1998
Trondheim, Norway
Information: Ragnhild Aamot, NIF, PO Box 2312 Solli, 0201 OSLO, Norway,
Tel.: +47 22 94 75 00;
Fax: +47 22 94 75 01;
E-mail: ragnhild.aamot@nif.no

National Media Education Conference "A Paradigm for Public Health"
June 28 -July 1, 1998
Colorado Springs, CO
Information: Conference Office, 2121 S. Oneida Street, #325, Denver CO 8024-2552, Tel.: (303) 756-8380;
E-mail: NMEC98@aol.com

International Reading Association (IRA)
World Congress
July 21 - 24, 1998
Oho Rio, Jamaica
Information: IRA, 800 Barks dale Road, PO Box 8139, Newark, DE 19714-8139, Tel: (302) 731-1600 or 800-336-READ.

Third International Conference for Global Conversations on Language and Literacy
August 5 - 7, 1998
Bordeaux, France
Information: NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096,
Tel: (217) 328-3870, ext. 203;
Fax: (217) 328-0977

47th Annual American Association for Adult and Continuing Education (AAACE)
November 18 -22, 1998
Phoenix AZ
Information: Tel.: (202) 429-5131;
Fax: (202) 223-4579

National Council of Teachers of English (NCTE)
November 19 -22, 1998
Nashville, TN
Information: NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096,
Tel: (217) 328-3870, ext. 203;
Fax: (217) 328-0977

Modern Language Association (MLA)
December 27 - 30, 1998
San Francisco, CA
Information: MLA, 10 Astor Place, New York, NY 1003-6981

International Federation of Teachers of English (IFTE)
July 7 - 10, 1999
Warwick, ENGLAND
Information: NATE, 50 Broadfield Rd., Sheffield, S8-OXJ England,
Tel.: (0114) 255-5419;
Fax: (0114) 255-5296

Summer Institutes 1998

The Centre for Literacy & Georgia Tech Lifelong Learning Network
Literacy & Technology: Maintaining a Human Face
June 25 - 27, 1998
Montreal, QC
To be put on the mailing list:
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E-mail:literacycntr@dawson college.qc.ca

NYU-London University Summer Abroad Program in Media Education
June 27 - July 12, 1998
Teachers and Graduate students can eran NYU credits studying with David Buckingham and other leaders in media education.
Information: JoEllen Fisherkeller,
Tel.: (2121) 998-5807;
E-mail: fisherke@is2.nyu.edu
or Melissa Phillips, E-mail: mphillips@mediaworkshop.org

SUMMER 1998
Teaching with Mainstream Media
Undergraduate and graduate levels
Dates tba
University of Arizona at Tucson, College of Education
Information: Dr. Richard Ruiz, Director of LrC, College of Education, University of Arizona, Tucson, AZ 85721

Writing Program Administration (WPA) Summer Workshop and Conference
"Making a Difference: Writing Programs at Work"
July 13 - 16; July 16 -18, 1998
Tucson AZ
Information: (520) 621-3371;
E-mail: enos@u.arizona.edu

Workshops on *Making Connections*, Canadian Congress for Learning Opportunities for Women (CCLOW) announces cross Canada workshops on using woman-positive curriculum

Following the publication of *Making Connections* in late 1996, practitioners across the country asked for more guidance on using the materials in a variety of contexts. How could one use it with mixed gender groups? How could one use it where there was already a prescribed curriculum? How could one adapt it to classrooms/one-on-one tutoring/different levels of instruction? In response to these and other requests, CCLOW, with support from the National Literacy Secretariat, has trained a group of facilitators to offer an initial series of workshops across Canada by June of 1998. The goal is to offer at least one session in every province and territory.

For information on workshops in your province,
contact Joanne Lindsay, CCLOW,
Tel.: (416) 699-1909; Fax: (416) 699-2145

CONNECT
National Newsletter for
Technology & Adult Literacy

The National Newsletter on Technology in Adult Literacy

To submit articles or request information: Connie Belanger, Editor,

CONNECT,
Continuing Education Centre, Ottawa
Board of Education, 515 Cambridge
Street, S. Ottawa, ON K1S 4H9,
Tel: (613) 239-2656;
Fax: (613) 239-2429;
AlphaCom: plarabee
E-mail: pmcnaugh@obe.edu.on.ca

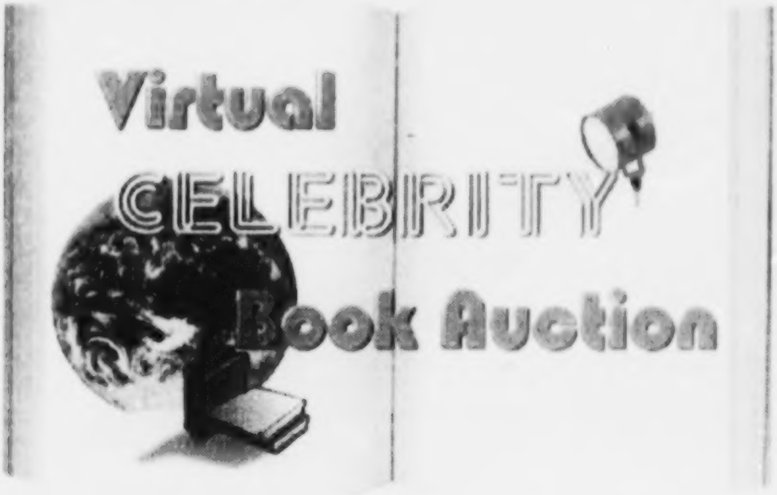
Call for Proposals

47th Annual American Association for Adult and Continuing Education -AAACE 1998

Adult Learning —
A Joy, A Right & A
Shared Responsibility
November 18 -22,
1998
Phoenix AZ

Information: Mike Perez, AAACE Program Chair, 1200 19th Street NW, #300, Washington DC 20036-2422, Tel.: (202) 429-5131; Fax: (202) 223-4579 or E-mail:Drew_Allbritten@dc.sba.com

Deadline: February 1, 1998



Virtual Celebrity Book Auction Check it out on www.nald.ca

A Celebrity Book Auction pioneered by the Canadian Congress of Learning Opportunities for Women (CCLOW) in the mid 1990s will go electronic for 1998, in partnership with NALD and Literacy Link Niagara. They will conduct the auction on the Net via NALD's home page. Funds raised will benefit adult learners across Canada through educational bursaries and literacy programs.

Letters requesting the donation of a favourite book were sent to celebrities from the arts, entertainment, and sports worlds, as well as to authors, activists and politicians. Organizers expect to receive 150 books by the time of the auction in spring of 1998.

How to bid

Visitors will be able to search the library by celebrity or by classification (music, movies, etc.) A click of a mouse will reveal the book's cover, the personal inscription and an accompanying photograph. The bidding portion of the site will work like a silent auction. Visitors can browse the books and leave a secret bid in the guest book. The highest registered bid on each book will be automatically posted. For security purposes, no on-line financial transactions will take place. Bidders will be asked for identifying information only and winning bidders will be contacted after the auction is over to make arrangements for payment.

Visit NALD's homepage—www.nald.ca — to preview items and find the actual date of the auction, or contact
Literacy Link Niagara, Room 202,
Niagara College, St. Catharines Campus,
59 Wellandvale Road, St. Catharines, ON L2R 6V6,
Tel.: (905) 641-2252 ext. 2222; Fax: (905) 682-2298;
E-mail: literacy@mergetel.com

The Canadian Association of Literacy Educators (CALE)

CALE has been formed to link literacy educators in Canada through a national body. The new organization offers:

- a Listserv - CALE (Canada Interact) through which educators can share and interact with each other on literacy issues in Canada;
- Plans and Problems Forum, intended for researchers (including graduate students) who wish feedback on research;
- Peer Review, for feedback on manuscripts intended for publication in a referreed journal;
- Director's Direct, available only to the directors of the Association; and
- *The Canadian Journal of Literacy Educators* (CJLE), a quarterly on-line journal.

Information about this journal:
e-mail JOURNAL@nald.ca.
To submit an article,
e-mail a copy to: submit.
CJLE@nald.ca.

Information:
Website: www.nald.ca/cale.htm
or contact Dr. Bill Fagan,
Box 194 Faculty of Education,
Memorial University,
St. John, NF A1B 3X8,
Fax: (709) 895-2057; E-mail:
sfagan@morgan.ucs.mun.ca.

Workshops at The Centre Winter 1998

1997-98 Workshops

Writing words writing worlds

Exploring possibilities for community writing

Challenging teachers: Students using graphics and web technology

Leader:	Lee Odell, Renssalaer Polytechnic
Date:	Thursday, February 5, 1998
Time:	5:30 - 9:30 p.m.
Fee:	$50.00 (including materials and supper)

Writing words, writing worlds: Exploring possibilities for community writing

Leaders:	Helen Woodrow and Mary Norton, St. Johns, NF and Edmonton, AB
Date:	Saturday, February 28, 1998
Time:	9:30 a.m. - 3:30 p.m.
Fee:	$90.00 (including materials, refreshments and lunch)

Women literacy and art

The Centre for Literacy 1997-98 Workshops

Women, literacy and art

(with Canadian Congress for Learning Opportunities for Women CCLOW Quebec)

Leader:	Peggy Holt, adult education instructor and artist, Fredericton
Date:	Saturday, March 7, 1998
Time:	9:00 a.m. - 3:00 p.m.
Fee:	$90.00 (including materials, refreshments and lunch)

Available from The Centre for Literacy

Working Papers in Literacy

No. 1 **Perspectives on IALS,**
Graff, Street, Jones

No. 2 **Media literacy, information technology and the teaching of English**
Abbott and Masterman

Paper No.1 is on our Web site.
Print copies of both Papers can be ordered.

Price: In Canada, $6; US, $7.: Overseas, $10.; prices include handling and postage

Read
and
write
together

Read and Write Together: An activity pack for parents and children

This kit was produced by The Basic Skill Agency and BBC Education in February 1995 for a national Family Literacy promotion campaign in the UK. Price: $15. plus $2 handling and postage.

The New Reading Disc

The New Reading Disc

The acclaimed UK multimedia product designed by CTAD to help adult basic learners improve their reading and writing. Built in Authoring Tool allows teachers to create local culturally appropriate materials.

The Numbers Disc

The Numbers Disc

A new multimedia resource from CTAD and British Telephone designed to help basic learners improve their math skills.

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INFORMATION ON SOFTWARE PRICING AND ORDERS:

The Centre for Literacy, 3040 Sherbrooke Street W., Montreal, QC, Canada, H3Z 1A4.

Tel.: (514) 931-8731, ext. 1415;
Fax: (514) 931-5181;
E-mail: literacycntr_@dawsoncollege.qc.ca

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Maintaining a Human Face

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Montreal, Quebec
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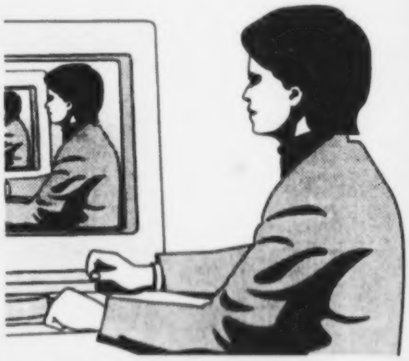

There is no empirical evidence that technology alone can improve sustained learning outcomes. Contrary to the claims of promoters, the hype of the media and the dreams of some politicians and administrators, studies repeatedly confirm that the human factor remains the key. The literacy sector has been drawn into the larger technology/learning debate. Who is setting the technology agenda in education? Have we been worrying too much about hardware and software, and too little about users?

Program description
The 1998 institute is designed to accommodate a limited number of participants in a collaborative setting — listening, discussing, exchanging and challenging ideas and practices connected to the uses of technology in adult literacy and basic skills education and their impact on people in schools, community and workplace settings.

Part of each day is set aside to focus on participants' questions/interests with time to discuss and to receive feedback from colleagues.

Research can be done after 3:00 p.m. in the resource centre which houses one of the most extensive collections of documents and materials in the country. It also has a preview service for software.

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E-mail: literacycntr@dawsoncollege.qc.ca

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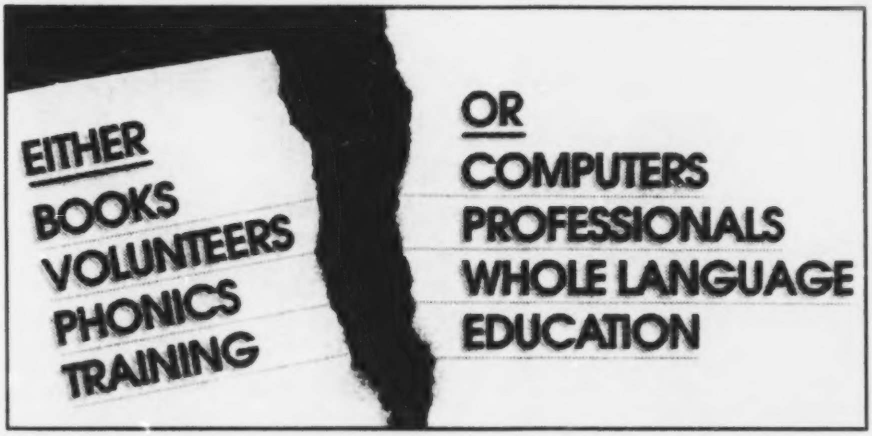
VOLUME 13 • NUMBER 3

Literacy across the curriculum MEDIA FOCUS

LAC MF

Connecting literacy, media and technology in the schools, community and workplace

Getting past either/or



Information is not knowledge, and knowledge is not wisdom. Since they were severed from churches, schools have generally not been preoccupied with wisdom. But modern schools have been concerned with both information and knowledge, and have debated the relationship between the two and how they inform the philosophy of schooling. The best schools have moved beyond information. The best literacy practices have moved beyond decoding and memorization to the making of meaning.

We have enormous amounts of information about schooling, about reading, about writing, about learning, about disabilities, about the differences between adults and children as learners, the list goes on. No one could live long enough to digest it all. Some knowledge has been created from this information, much of it complex and contradictory. We have not done much with the knowledge we have. Why?

One reason is that we don't want to know. In general, we don't want our beliefs challenged by knowledge, and when they are, beliefs still tend to win the day. Despite our passion for "higher order thinking," we still think more with our guts than with our heads.

This issue looks at some instances in the formal and informal adult literacy sectors where beliefs take precedence over practice and talk over action.

Cynthia Selfe, researcher and commentator on the connections between literacy and technology, gave a keynote address to the Conference on College Composition and Communication in April in which she called on English teachers to examine their own belief systems about the nature of literacy and their embrace or rejection of technology. (p. 3) She used recent statistics from several US states of expenditures on adult literacy and on technology to show that, despite the rhetoric, relatively little has been allocated to the first, and that much of the allocation to technology has been diverted from other educational budgets such as libraries. Teachers seem to have created a choice for themselves of "either" humane text-bound literacy "or"

CONTINUED ON PAGE 2

INSIDE

3 To ponder
4 Behaviour and beliefs of volunteer literacy tutors
9 Winter Institute: Adult education in the workplace
- Equipped for the Future
11 • New "systems" approach
14 In the classroom: Power Point and basic skills
17 Libraries in an electronic age
18 David Crystal on literacy
20 Reviews:
- On class size
- The Literacy Audit Kit
21 Conferences
24 Announcements
26 At The Centre

The Centre for Literacy Montreal, Quebec

Literacy across the curriculum MEDIA FOCUS
LAC MF

The Centre for Literacy
3040 Sherbrooke Street West,
Montreal, Quebec, Canada,
H3Z 1A4

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The Centre for Literacy/ Le centre d'alphabétisation

is a resource centre and teacher-training project designed to provide training, research, and information services which promote and link the advancement of literacy in the schools, the workplace and the community. The Centre gratefully acknowledges the support of the National Literacy Secretariat, Human Resources Development Canada, and Dawson College.

Literacy for the 21st century

Literacy encompasses a complex set of abilities to understand and use the dominant symbol systems of a culture for personal and community development. In a technological society, the concept of literacy is expanding to include the media and electronic text, in addition to alphabetic and number systems. These abilities vary in different social and cultural contexts according to need and demand. Individuals must be given life-long learning opportunities to move along a continuum that includes the reading and writing, critical understanding, and decision-making abilities they need in their community.

The opinions expressed in articles, other than those signed by the editor(s), are those of the author(s) and do not necessarily reflect the philosophy or policy of The Centre for Literacy.

machine-driven technological literacy. Governments have chosen to fund "either" books "or" computers.

Catherine Hambly, a new researcher, examined the beliefs and behaviour of literacy tutors in a volunteer program and found that their belief in good will took priority over training and support (p.4). Paul Jurmo, a longtime practitioner-critic of workplace basic skills education, presented the Winter Institute an analysis of the shortcomings of the current US system and a vision of an alternative (p.11) . For different reasons, neither the formal nor volunteer sector has produced consistent, verifiable outcomes in literacy and basic skills education. Yet, the debate on provision is always presented in terms of "either" the volunteers "or" the professionals.

What else do we need to know?

We need to know how to use the information and resources we already possess. We need to know that project funding does not sustain provision. Nicki Askov spoke at the Winter Institute about trying to analyze the outcomes of $130,100,000. of US Workplace Literacy Project funding, and finding reports packed in boxes, most of them insufficiently documented to provide a research base.

We criticize schools mercilessly based on test scores and drop-out rates. Continual scrutiny is necessary, although much of the criticism leveled at schools is too broad and neglects the enormous successes as universal schooling has become the norm. We do need to find ways to stop losing up to one-third of high school students in some parts of the country. But today, the theme is "lifelong learning." In adult basic education, the student loss is closer to 90%.

We also need to know how to analyze expenditures on adult basic education at provincial and state levels, we need to know that federal support for research and awareness is a necessary framework, but that responsibility for ongoing provision happens close to home. When we accord adult education the same attention we pay to the regular school system, we will have achieved a victory.

Whose interests are served by not knowing?

Governments who fund short-term or "feel-good" projects; groups and businesses who receive the short-term,"feel-good" funding; and the media who hype the "feel-good" stories. It frees them from making long-term commitments that don't play well on television.

When we can examine appropriate roles for volunteers and appropriate training for teachers and workplace educators, when we can see the new possibilities offered by technology and the challenges they present to formal institutions, when we can stop thinking in terms of "either/or," we will be closer to the vision of a coherent system of adult education in North America.

The real questions are:
Do we want to know? Can we move beyond beliefs? [LS]

1 On preparing graduate students

The expanding job market for the future lies in what we still revealingly call "alternative careers" - that is, stimulating, well-paid careers in business, government, the media, and technology. Mark Johnson, a Ph.D. in English who has made the big leap, writes that "a big portion of today's business world clamors to hire employees equipped with the intelligence, research skills, and drive of a Ph.D." (61). Preparing students for these opportunities is not just a matter of repackaging resumes or offering job-placement advice at the end of years of academic apprenticeship. If we really want our students to aspire to broader career horizons, we are going to have to change the culture and climate of expectation in humanities doctoral education. So how to begin? ... Here are some of my suggestions. First of all, insist that all graduate students in literature learn to write well enough to get paid for it, instead of encouraging them to write a cramped prose we have to be paid to read. We no longer have the luxury to write only for one another or to pretend that no one else sees what we write only for one another; and our critical habits of jargon, abstraction, and prolixity win us no friends elsewhere. As Louis Menand observes, "Indifference and even hostility to academic writing is not restricted to conservatives who regard the university as a refuge of left wing thought. It is shared by many liberal nonacademic intellectuals as well" (78).

Second, demand formal training in teaching in every graduate program. ... We need broadly conceived pedagogical training in public speaking, small-group dynamics, new media, modes of learning and instruction, evaluation and assessment — that would be as useful and transferable to those who will work in media, business, not-for-profits, or government, as to future professors.

Third, most radically, require all graduate students to take a seminar on educational organization, management, and negotiation. Academia's condescension toward such corporate skills is notorious; although professors spend large parts of their careers running committees, serving as chairs, or acting as deans, we are expected to pick up the business of administration on our own. Every department, and certainly every university, has experts who could teach these skills and prepare students to succeed in many kinds of administrative roles.

Elaine Showalter, "Let's Not Go Gentle into That Museum," *MLA Newsletter*, Spring 1998, p. 3. Elaine Showalter is President of the Modern Language Association.

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2 On technology and literacy: The perils of not paying attention

[excerpts from a Preliminary Draft of Cynthia Selfe's keynote address to the Conference on College Composition and Communication (CCCC), National Council of Teachers of English (NCTE), Chicago, April 2, 1998.]

...anybody familiar with the values of traditional humanism knows that, as a group, [English teachers] tend to hold in common a general distrust of the machine, that the preference for the non-technological still characterizes our community.

...Because we fail to address the project to expand technological literacy in focused, systematic, and critical ways within the professional arenas available to us, English composition teachers have come to understand technology as "just another instructional tool" that they can choose either to use or ignore. And, working from this context, we divide ourselves into two meaningless camps— those who use computers to teach classes and those who don't. Both groups feel virtuous about their choices, and both manage to lose sight of the real issue. The computer-using teachers instruct students in how to use the technology, but all too often, they neglect to teach students how to pay *critical attention* to the issues generated by technology use. The teachers who choose not to use technology in their classes content themselves with the mistaken belief that their

continued on page 13

Behaviour and beliefs of volunteer literacy tutors

by Catherine Hambly, MA
(McGill University 1998)

Summary

The thesis examined the behaviours and beliefs of a group of volunteer tutors to discover why they did not maintain close contact with their literacy organization. Studying the tutors' behaviour in the matches with learners, the study uncovered an apparent contradiction– that tutors desire to help their learners but are complacent about learners' progress. The thesis suggests that a belief system shared by the tutors [See BOX 1] underlies their disinclination to seek support from the organization. These beliefs are explored within the context of one volunteer literacy organization and cannot be generalized to other programs. However, the nature of the beliefs indicate that they could be present in other programs. Further research on this topic is necessary.

Introduction

Many adult literacy organizations use a one-on-one model of instruction where the organization recruits and trains tutors who then meet with assigned learners for regular one-on-one learning sessions. Tutors will help learners plan and work towards their goals, and act as partners in the learning process. While some research is available on the adult learners in such programs, few studies, to date, have examined what their tutors believe about literacy and how their beliefs affect the learner-tutor matches.

This study began with the assumptions that tutors are important actors in the tutor-learner relationship; that their beliefs and behaviour will affect the tutoring relationship; and that a better understanding of how and why tutors act in certain ways could help the volunteer programs improve training and support for their volunteers and could ultimately improve the quality of tutoring.

Although a few studies have been done on tutors, most are outdated (Charnley & Jones, 1978; Trabert, 1986). Several recent studies have addressed the roles of tutors in literacy organizations. Aaron (1997), while examining the referral system in the Montreal area, highlights the need for more tutor support in local literacy organizations. Sanders, Reine, Devins and Wiebe (1996) explore how applying 50/50 Management principles (DuPrey, 1992) allowed them to maintain a balance between intake and support functions in their organization. Hayes (1996) and D'Annunzio (1994) show how a literacy tutoring placement for university student tutors in a credit course makes a positive impact on the learners and on the students' own personal development. Newman (1993) documents how university student tutors reproduce "teacher" roles when tutoring becomes difficult. These studies represent important progress in our understanding of tutors. This study builds on that foundation by examining a

BOX 1

Tutors' beliefs in this study

1. Tutors believe that a learner who does not succeed in a classroom learning format will be helped by one-on-one tutoring.
2. Tutors, while recognizing the wide variety of learner needs, rely on individual attention rather than specific training to function in the match.
3. Tutors value good will over good training.
4. Tutors defend their volunteer activities based on perceived needs rather than demonstrable progress and results.

Source: Hambly 1998

central concern of many literacy organizations: how to support tutors when many tutors do not keep in close contact with their organization.

While it is not true of all tutors, nor of all programs, it is a common phenomenon that many volunteer tutors in one-on-one literacy programs do not keep in close contact with their training agency, nor do they rely on the support system available to them. This study associates this behaviour, which will be referred to as tutors "distancing themselves" from their organization, with a system of beliefs that influences a tutor to work independently of the organization, whether or not the match is proceeding well. This relationship between beliefs and behaviour surfaced in a case study of one volunteer literacy program and thus cannot be generalized to other programs. However, the pervasiveness of the beliefs among the tutor participants and the nature of the beliefs suggest that it could be present in other programs. Further research on this topic is necessary.

> *While it is not true of all tutors, nor of all programs, it is a common phenomenon that many volunteer tutors in one-on-one literacy programs do not keep in close contact with their training agency, nor do they rely on the support system available to them.*

Research Site

The research site was a literacy program organized and funded by undergraduate students at a Canadian university. The study focuses exclusively on the approximately 40 tutors involved each year in their one-on-one literacy program. This organization was chosen because of its active and well-established one-on-one tutoring program and because its tutors and organizers are drawn from a relatively homogeneous population of university students, allowing for comparison of their beliefs and behaviour. The researcher was known to the organization as a former tutor with its program (1995-1996) as well as with a similar program on another campus (1993-1994). The study was conducted in 1997-1998 with the cooperation of the organizing teams.

BOX 2

How data were collected

Data were gathered during semi-structured interviews with eighteen tutors, including those who were entering the program and being trained (4), those who had tutored for several months (10), and those who were learner-tutor coordinators (generally with a year's tutoring experience) (4). Participants in the first two groups were randomly selected, while in the last group all four coordinators agreed to participate.

Although Seidman (1991) recommends purposeful selection in qualitative research, random selection was used where possible to avoid bias from the organization toward tutors known to them and to protect participant anonymity.

Interviews ranged in length from 45 minutes to one and a half hours. All interviews were based on the same set of questions, although the order in which they were presented varied. The analysis of beliefs was based heavily on responses to the two following questions:

1. If you had to write a letter to the minister of adult education about adult learners and literacy, what would you say?

2. Many adult educators don't think volunteer tutors have enough training to be able to tutor adults effectively in literacy, and that volunteers should only be used as teacher's aides. How would you respond?

All interviews were conducted, taped and transcribed by the researcher. Data analysis followed.

Tutor behaviour

During an initial analysis of the data[see BOX 2, p.5], a curious situation surfaced: almost all tutors stated that their learners had made little or no progress, yet these tutors also had made little effort to use the support and resources of the organization to encourage more learning. Given that people volunteer with a desire to help someone, this lack of contact with the organization in face of questionable progress seems contradictory.

It is important to note that learner "progress" is not measured by the organization (using tests, portfolios, etc), and that the tutors' reports of progress are subjective reports. Their learners could not be interviewed for this study. The tutors' reports of how much progress their learner had made indicated some tutor dissatisfaction with the match. Only one tutor was completely positive about the learner's progress (and notably this learner was involved in formal education outside the organization); all the other tutors gave a mixed report. Three tutors reported little progress; seven other tutors reported that they felt inadequate, lacked feedback from their learners, did not have enough direction in the tutoring, or sensed that the learner was not committed to the relationship or was not communicating their needs.

Despite poor assessement of their learners' progress, the tutors did not turn to the coordinators or use other resources in the organization for advice and support.

Contact between tutors and the coordinators monitoring their matches is supposed to occur in two ways: tutors are asked to submit monthly progress reports, and coordinators are supposed to call the tutors to check in with them at regular intervals.

Some tutor comments:

- *We do beneficial things, but I don't see a big improvement...*
- *It's difficult to make progress... it's not something that's a huge aspect of [the learner's] life...*
- *It's difficult to advance with only two and a half hours a week...*

Tutors rarely fill out the monthly progress reports. One tutor stated: "It forces me to evaluate [the learner] and I don't want to". This tutor also commented: "It's constraining and silly. If I fill out a monthly report who beside me will know what's going on?" This rejection of "evaluation" indicates that tutors may not see their match as part of the work of a larger organization that needs to keep records. More importantly, it may signal that tutors are uncomfortable with evaluating progress and reporting on the learning content of the match. The coordinators who receive the forms were also divided on the issue: one mentioned that it is difficult to note progress every month, and that since tutors are constantly changing during the match, "Wondered whose progress is being evaluated?" One coordinator noted that the forms only get done by those tutors who are dedicated to the organization, drawing an interesting distinction between tutors who are dedicated to their learners and tutors who are dedicated to both their learner and the organization.

The level of phone contact between coordinators and tutors was also low. The coordinators reported that although some tutors regularly discuss their matches, others only say "It's fine." Some tutors do not perceive that the coordinators can offer adequate assistance. One tutor complained that the coordinator had given a wrong impression about a match, and another stated that when asked for advice, the coordinator gave no constructive help.

Significantly, some tutors indicated that the lack of contact (form/phone) was a function of themselves and not the coordinators: the support network seemed accessible, but the tutors decided they didn't need it for their match.

The preliminary analysis of data thus showed an incongruity between the tutors' desire to help and commitment to the matches in time and energy, and their acts of distancing themselves from the organization despite expressed needs.

Tutors' beliefs

The data were then analyzed more deeply with a focus on what the tutors believe about their activities. This was fruitful: Four beliefs emerged [See BOX 1, p.4] related to two main features of the organization's program–individualized learning and volunteerism. These beliefs help explain why tutors continue in matches while at the same time not seeking support to improve their training and expedite the learners' progress.

Statements 1 and 2 are related to the way literacy education is presented during training, based on theories of individualized learning. Statements 3 and 4 revolve around perceptions of volunteer programs. [*The Working Paper presents a detailed analysis of the data that support each belief statement.*]

Conclusion

The combination of these four beliefs creates tutors who feel inadequate yet who function independently because they are motivated and believe there is no one better volunteering for the job. These beliefs are traced back to the nature of the program: the volunteers have been told that they are essential to literacy provision, and they are not aware of other educational approaches for their learners. Because the organization promotes people from tutors to coordinators within the ranks of the program, little extra training is available that would help the program examine alternative systems of literacy education. Because specific training cannot be given to each tutor for each specific learner, tutors must trust that their common sense and skills are sufficient.

> *Faced with well-publicized, alarming figures on the scope of "illiteracy" and its impact on the adult learner, the tutors believe that whatever help they can offer is necessary and must therefore be good enough.*

Public opinion on the state of education in Canada may also lead these tutors to consider their program as a necessary alternative. Faced with well-publicized, alarming figures on the scope of "illiteracy" and its impact on the adult learner, the tutors believe that whatever help they can offer is necessary and must therefore be good enough.

All of these beliefs interact to allow the tutor to keep the match outside the supervision of the organization. This is not a good situation for the tutor, the learner, or the organization.

Recommendations

Several suggestions can be made on how to respond to this system of beliefs:

1. Tutors should know from the start that they are accountable to the organization. The organization needs to provide ongoing training, require extra training as tutors take on new responsibilities, and forge closer links with specialists who can serve as consultants.
2. Tutors need to learn about the adult education sector and about the variety of ways of offering adult literacy instruction.
3. Tutors need to made aware that their efforts have an impact on the learner's life and future aspirations. This should foster accountability to the organization and a desire to seek help for the learner and ongoing training for themselves.

continued on page 8

More research is necessary to understand how tutors in the volunteer sector believe and behave, given the economic importance of volunteer work in Canada, and the fact that the volunteer sector is a significant provider of adult literacy. However, volunteer programs need to be able to examine, in an objective manner, the functions and outcomes of their activities before any research can be proposed. Unfortunately, volunteer organizations often lack the financial and personnel resources necessary for research projects. They also often have a distrust of formal research. Despite these obstacles, more research is needed.

Programs can benefit from the results. The organization involved in this study is currently evaluating their program in light of the findings, and is working toward improving the training and support of their tutors. Ultimately, they hope to offer a better service to their learners.

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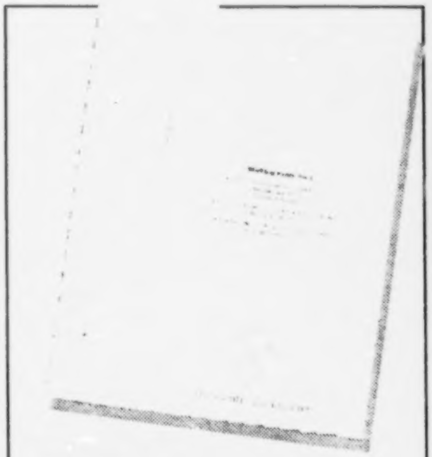
Ms. Hambly has just completed her MA at McGill University, Faculty of Education, with a speciality in adult literacy. This article is based on her thesis.

A full Working Paper on the same subject is available.



Available from The Centre for Literacy: Working Papers in Literacy

No. 3
Behaviour and beliefs of volunteer literacy tutors
by Catherine Hambly

See p.27 for ordering instructions.

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Adult basic education in the workplace

[The 1998 Winter Institute was held in Atlanta hosted by the Georgia Tech Lifelong Learning Network, (a new initiative which has incorporated the Satellite Literacy Program) and The Centre for Literacy. Focused on workplace basic skills issues this year, the Institute gathered a small knowledgeable group of presenters to analyze current issues, examine some new initiatives and suggest some alternative directions. With speakers like Tom Sticht, Nicki Askov, Sondra Stein, Paul Jurmo, James Parker, Ed Gordon, and Fiona Frank (UK) to name only a few, three days seemed barely enough. If there was one resounding message, it was that, except for some small pockets of excellence, we have not done it right so far. But there are some new efforts which hold promise if there is political will and considerable adjustment from the field. In this issue of LAC, we present highlights of several sessions. We did not operate only at the level of ideas; participants asked for and offered many examples of good practice. One of them is shared in ***In the Classroom****, p.14.]* [LS]

Equipped for the future

This long-term project undertaken through the National Institute for Literacy (NIFL) talks about adult lifelong learning in terms of the roles that adults play as workers, as parents/family members and as citizens/community members.

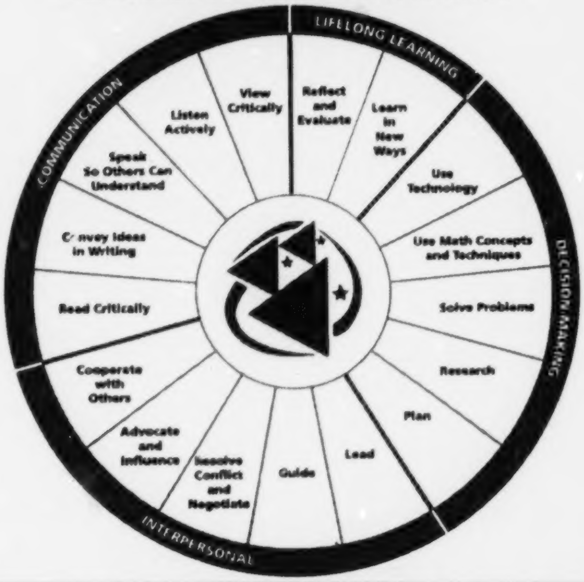
Basic skills needs are identified within the framework of three "role maps" which have been built by surveying adults in selected communities across the US. The Equipped for the Future (EFF) Development Partners initially identified 25 activities common to all three roles, through a lengthy process of review and comment. They then refined these to twelve core activities. [See BOX 1]. NIFL hopes that these role maps will figure in the realignment of adult basic education systems that everyone agreed was needed. Each map identifies several "broad areas of responsibility" and lists key activities under each. A further layer identifies "role indicators" [See BOX 2, p.10].

Sondra Stein, the director of the project, presented Equipped for the Future in its current stage, requesting response and longer term reaction from participants. One participant from the manufacturing sector found the complexity of the project daunting and suggested that communicating with employers means making ideas and information accessible in formats that are familiar to them. The means of operationalizing this framework and its relation to other initiatives in adult education fueled considerable discussion.

My interest in EFF is in the ways that the indicators might be adapted to use in assessing outcomes of literacy and basic education programs. If some of these could be incorporated into evaluation schemes, in place of, or in addition to, items such as "program completion" or "test score" or "grade level attainment," we might have a more appropriate way of measuring outcomes. If, as many in the workplace insist, performance is the goal, the indicators from the worker map become demonstrations of the

BOX 1

Equipped for the Future Standards for Adult Performance


LIFELONG LEARNING
Reflect and Evaluate
Learn in New Ways
Use Technology
DECISION MAKING
Use Math Concepts and Techniques
Solve Problems
Research
Plan
Lead
Guide
Resolve Conflict and Negotiate
Advocate and Influence
INTERPERSONAL
Cooperate with Others
Read Critically
Convey Ideas in Writing
Speak So Others Can Understand
Listen Actively
View Critically
COMMUNICATION

ability to "perform" the key activities as a worker.

For information: Sondra Stein, National Institute for Literacy, 800 Connecticut Avenue, NW, #200, Washington, D.C. 20202-7560, Tel.: (202) 632-1500; Fax: (202) 632-1512. The maps and other materials can be accessed from *www.nifl.gov* Comment is invited through a listserv at *listproc.nifl.gov* Subscribe to *nifl.4eff*

Lifelong Learning

Reflecting the convergence of thinking about adult learning for the next century, there has been a proliferation of reports to governments around the world on the necessity for commitment to lifelong learning [See BOX 3].

This can be seen as positive if it reflects a sort of global "spontaneous combustion" of common ideas; it can be seen as disturbing if it indicates that rapid telecommunications is robbing us of the time to reflect and critique, and leading to a homogenation of ideas in nations that do not want (or want to be perceived) to be "left behind" in this new world order. Meanwhile, in Canada and the US, the gap between the vision and the reality remains large.

Presenters Paul Jurmo and James Parker addressed this gap. (p.11) [LS]

BOX 3

UK Learning for the Twenty-First Century

The First Report of the National Advisory Group for Continuing Education and Lifelong Learning was released in November 1997. It is a comprehensive document that looks at the next five years and beyond, touching on challenges, obstacles, changing the culture, establishing core principles and "implementing lifelong learning for all." The part on implementation has a section called "Promoting lifelong learning at the workplace" which examines the subject under 14 headings.

This report can accessed at www.lifelonglearning.co.uk/nagcell/sect10.htm

BOX 2

EQUIPPED FOR THE FUTURE PARENT/FAMILY MEMBER ROLE MAP

Each family member contributes to building and maintaining a strong family system which promotes growth and development.

BROAD AREAS OF RESPONSIBILITY

Promote Family Member's Growth and Development	**Meet Family Needs and Responsibilities**	**Strengthen the Family System**
Family members support the growth and development of all family members, including self.	*Family members meet the needs and responsibilities of the family unit.*	*Parents and other family members create and maintain a strong sense of family.*
KEY ACTIVITIES		
Make and pursue plans for self-improvement. Foster informal education of children. Support children's formal education. Guide and mentor other family members. Direct and discipline children.	Provide for safety and physical needs. Manage family resources. Balance priorities to meet multiple needs and responsibilities. Give and receive support from outside the immediate family.	Create a vision for the family and the work to achieve it. Promote values, ethics, and cultural heritage. Form and maintain supportive family relationships. Provide opportunities for each family member to experience success. Encourage open communication among the generations.

What's wrong with current practice of adult basic education and job training?

Critiques say that work-related adult education and job training have too often:

- . . not been intense enough.
- . . not been focused on the skills people really need for work (e.g., transferable skills, computer skills, . . .)
- . . not been linked to job-training, employers, and other players in the workforce development system.
- . . not used "best practices" already developed, and relied on narrow, traditional concepts of "teaching" and "assessment."
- . . not been geared to real, meaningful jobs.
- . . not acknowledged that productivity and employability rely on many factors other than "skills."
- . . ignored the fact that many employers are looking for non-educational strategies to enhance the bottom line.
- . . assumed that "low-literate" equals "low productivity."
- . . ignored what really motivates workers and instead pushed them to learn things they aren't interested in.
- . . ignored the particular learning styles of various populations.
- . . not given educators enough time to understand the workplaces and workers they are trying to serve.

Source: Paul Jurmo and James Parker, 1998 Winter Institute on Adult Basic Education in the Workplace, Atlanta, GA January 28 - 30, 1998.

Where Does Adult Basic Education Fit in the New "Systems" Approach to Workforce Development?

by Paul Jurmo,
Learning Partnerships,
East Brunswick, NJ

In the 1990s, policy analysts (Grubb 1996, Cole, Jones, McCain and Pantazis, Simon) have strongly argued that the mishmash of job-training programs begun in the 1960s is inefficient and needs to be revamped through consolidation and integration. The result of these changes would be a rational, well-organized "system" rather than the current mix of often-redundant, out-of-sync "programs."

At the state level, policy makers have jumped on this notion and begun developing new workforce development systems. Adult educators in many cases feel left out as policies are made without them and don't recognize the value of adult basic education as a tool for workforce and economic development (Jurmo, 1996).

Historically, those entering adult basic education programs have often done so with the hope of enhancing their employment prospects and improving their job performance. The use of adult basic education for job-related purposes was given much visibility and support in the past ten years by the National Workplace Literacy Program, state workplace literacy initiatives, employer and union investment in workplace education, and research projects. This experience with workplace basic education produced mixed results. On one hand, a cadre of experienced workplace educators was developed, along with contextualized approaches to curriculum and assessment. On the other, many workplace basic skills programs didn't produce the leaps in productivity and job security which program funders had hoped for.

Analysts have now looked at that experience, questioned some of the assumptions which underlie workplace education, identified obstacles which blocked success, and identified factors that must be in place for workers to benefit job-wise from adult basic education. These "necessary ingredients" include "internal" factors within the control of a workplace program such as curricula that are really geared both to the skills and knowledge workers need in current and future jobs and to workers' learning styles and schedules; well-prepared and supported staff; and involvement of employers and workers in program planning and implementation. Successful workplace education programs also require larger corporate and economic contexts which support investment in learning and provide stable employment for workers to allow them to learn and succeed (Castellano, D'Amico and Schnee, Darrah, Folinsbee and Jurmo, Gowen and

VISION

Components of a new "system" of work-related adult education

1. A clear sequence (hierarchy) of services geared to various levels of need.
2. Special services geared to the special needs of workers and employers.
3. Clear standards for moving from one level to the next
4. Appropriate tools to assess learner and workplace needs.
5. A corps of professionals with the expertise, commitment, and time to provide high-quality services.
6. Efficient, user-friendly mechanisms for linking adult educators to other education programs and to other players in the system.
7. Appropriate learning facilities and technologies to enable busy workers to learn.
8. Sustained, consistent, adequate funding from the public and private sectors.
9. A commitment to making this system work.

Bartlett, Grubb 1997, Hart-Landsberg and Reder, Hull, Jurmo 1994).

In addition to the basic skills programs carried out in the workplace itself for already-employed ("incumbent") workers, adult educators have historically provided work-related literacy and English for Speakers of Other Languages (ESOL) services in community-based programs, prisons, and other non-workplace programs. This interest in using adult basic education to prepare learners for the world of work is reflected in the growth in work-related curriculum materials (both print- and computer-based) which publishers have generated since the mid-1980s.

Adult educators have thus shown that they are willing and able to use adult basic education as a tool for workforce and economic development. It seems logical that adult basic education would be a major player in the new workforce development systems now being developed at the state level. As noted earlier, however, that is often not the case. Adult basic education has, in fact, been attacked as too weak an entity — with irrelevant, "decontextualized" curricula; poorly-supported, part-time staff; based in institutional settings physically and psychologically remote from the job- training programs and workplaces which are at the heart of the employment systems — to be of much help to either workers or employers (Grubb, 1996).

Adult educators are thus challenged to re-think how they approach the job-related learning needs of the people they serve. As a field, we need to be more clear about what the job-related needs are of those we serve; identify what factors need to be in place to help workers succeed in meaningful, rewarding jobs; and educate policy makers about (a) the basic skills needs of the U.S. workforce, (b) what adult basic education can accomplish for workers (both employed and unemployed) and employers, and (c) the supports we need to do our work effectively.

> *If adult educators don't recognize the need to be more systematic and pro-active in what we do, we as a profession will likely continue to be marginalized and the people we hope to serve will not get the educational services they need.*

We then need to work with policy makers to re-think the roles that adult basic education can play at various levels and in various settings of the emerging workforce development systems. We need to agree upon a "vision" for work-related adult basic education [See VISION].

If adult educators don't recognize the need to be more systematic and pro-active in what we do, we as a profession will likely continue to be marginalized and the people we hope to serve will not get the educational services they need.

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Paul Jurmo is a researcher, writer and consultant on workforce basic skills. He can be reached at Learning Partnerships, 14 Griffin Street East Brunswick, NJ 08816-4806, Tel: 732-254-2237.

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...The perils of not paying attention continued from page 3

choice to avoid technology use absolves them and the students in their classes from paying critical attention to technology issues. In other words, both groups contribute to the very same end.

And when such things happen, when we allow ourselves to ignore technological issues, when we take technology for granted, when it becomes *invisible* to us, when we forget technology's material bases—regardless of whether or not we use technology—we participate *unwittingly* in the inequitable literacy system I have just described.

[After suggesting some directions for the profession, Selfe concludes] .. It is my hope, that by paying some attention to technology, we may learn some lessons about becoming better humanists as well.

The address offers a probing analysis of current trends in literacy and technology in the US, including examples of disproportionate state expedltures in both areas in the past three years. The full text is available on the NCTE web site at www.ncte.org

'Power Point' to the people: Technology in a basic skills program

by Cherrye Witte, Flint River Technical School, Georgia

[Cherrye Witte participated in the Winter Institute in Atlanta in January 1998 where she talked with excitement about the Power Point presentations done by her Adult Basic students from a Georgia mill. Many literacy instructors have difficulty imagining how students could use "high tech" before being proficient at reading and writing; Cherrye argued convincingly that the basic skills were reinforced through technology use. She shares her experience here. LS]

Thomaston Mills in Georgia uses the TABE (Test of Adult Basic Education) to evaluate workers; the score determines job placement. Based on those scores, the Mill often recommends workers to the company's Educational Renewal Program at Flint River Technical School where I teach. This program is voluntary, with workers coming on their own time without pay from the company.

Their motivation for coming is either personal satisfaction or a desire to improve TABE score to qualify for promotion. Many just want to to be better at what they already do. Once enrolled, workers establish their own goals which range from GED preparation (for those lacking a high school diploma), introduction to the computer or a general refreshing of academic skills, as the name of the program implies. The curriculum is developed to fit individual needs applying a functional context approach to make each assignment relevant.

continued on page 16

BOX 1

A Job Description Presentation

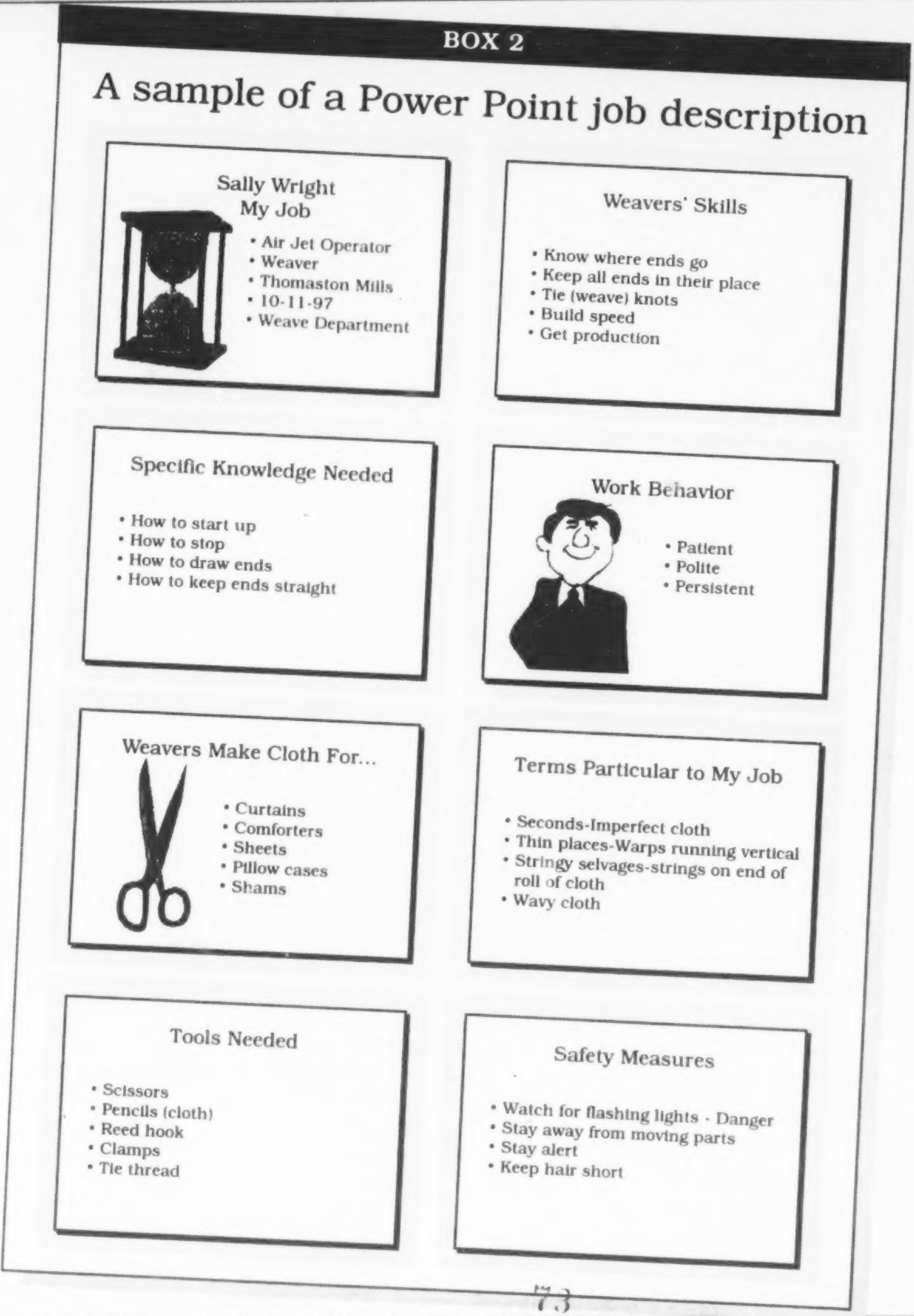
This is your project — to create and produce a description of the job you have with Thomaston Mills. The Power Point presentation is a collection of slides, handouts, speaker's notes, and an outline, all in one file. Slides can have titles, text, graphs, drawn objects, shapes, clip art, drawn original art, overhead transparencies, or 35mm slides using film.

Remember that you know more about what you do than anyone else does, so please explain it to us. You should make at least 10 slides that will be presented in a timed slide show and also printed out as a graphic. You should include at least one graph or chart and about 4 graphics (clip art, pictures, or paint drawings).

Although your job is different from anyone else's, you may want to make slides covering the following information:

1. Title slide (your name, job, date, etc...)
2. Basic skills needed
3. Specific knowledge to be used
4. Necessary work behaviour
5. Job summary (What do you actually do?)
6. Tools and equipment used
7. Terms and definitions particular to your job
8. Safety measures necessary
9. Summary of total presentation

When it's time to run through your Power Point Tutorial installed on your computer, you may need to do it a couple of times to feel really comfortable with the procedure. If you have any questions or problems, your instructor will be glad to help.



BOX 2

A sample of a Power Point job description

Sally Wright
My Job

- Air Jet Operator
- Weaver
- Thomaston Mills
- 10-11-97
- Weave Department

Weavers' Skills

- Know where ends go
- Keep all ends in their place
- Tie (weave) knots
- Build speed
- Get production

Specific Knowledge Needed

- How to start up
- How to stop
- How to draw ends
- How to keep ends straight

Work Behavior

- Patient
- Polite
- Persistent

Weavers Make Cloth For...

- Curtains
- Comforters
- Sheets
- Pillow cases
- Shams

Terms Particular to My Job

- Seconds-Imperfect cloth
- Thin places-Warps running vertical
- Stringy selvages-strings on end of roll of cloth
- Wavy cloth

Tools Needed

- Scissors
- Pencils (cloth)
- Reed hook
- Clamps
- Tie thread

Safety Measures

- Watch for flashing lights - Danger
- Stay away from moving parts
- Stay alert
- Keep hair short

continued from page 14

One of the most successful assignments has been a project to make a Power Point presentation of the individual's job description. I chose Power Point because it forces users to practice using a wide range of academic skills emphasized in the course, including critical thinking, vocabulary, graphs and charts, grammar, composition, and computer literacy; yet, it requires the simplest of basic computer skills.

This assignment is only introduced when I feel that the learner is somewhat comfortable at the keyboard and would not feel intimidated by the project. The time frame varies with the individual. Once the task is undertaken, learners analyze their jobs, organize their thoughts to communicate clearly with brevity, and apply computer skills to create the product. They are given a sketchy outline of slides to include which I discuss to make sure they understand. When they complete this project, most workers have increased self-esteem and pride in their profession, as well as command of essential skills.

The written instructions I give for the assignment are in BOX 1, p.14.

***Cherrye Witte** can be reached at Flint River Technical School, (706) 646-6219.*

Teaching and learning with the Internet

Teaching and Learning with Internet-Based Resources, is a report from the National Institute for Literacy (NIFL). Based on a project in Oregon that asked 245 adult learners and 123 instructors what they would like to learn using Internet-based resources, the report describes the curricular materials that were subsequently developed and the staff development process that helped implement the project and evaluate the outcomes.

The document provides easy-to-use guidance, including how to use e-mail, electronic mailing lists and conferences, and how to search for and evaluate information on the Web. Written for beginners, it has lesson plans and activities and pays special attention to the adult literacy population.

"Lessons" from the project suggest that a wealth of adult educational material already exists on the Internet and that adult literacy, broadly defined, should be addressed in educational activities in a variety of settings.

Teaching and Learning with Internet-Based Resources, by Susan Cowles, Literacy Leadership Fellowship Program Reports, vol. III no. 2, can be ordered from the National Institute for Literacy, 800 Connecticut Avenue, NW, #200, Washington, D.C. 20202-7560, Tel.:(202)632-1500; Fax: (202) 632-1512, In the US, toll-free 1(800) 228-8813, Web site: www.nifl.gov

NALD organizes shareware

Recognizing that there is indeed a wealth of adult educational material already on the Internet, but that it is largely unorganized and that instructors rarely have the time to search and evaluate, NALD has begun an on-going process of gathering and organizing shareware that could be of interest to the adult literacy field. Ed Lowery, a dedicated New Brunswick volunteer, is responsible for the project. He is working with a committee from the field across Canada, several of whom are having their own students evaluate some of the materials. Because of the sheer volume, NALD has decided at this time not to recommend software. Lowery classifies it under headings, points to and describes it, often in the words of the developer, allowing users to decide its value. For materials that have been independently evaluated, the reports are included.

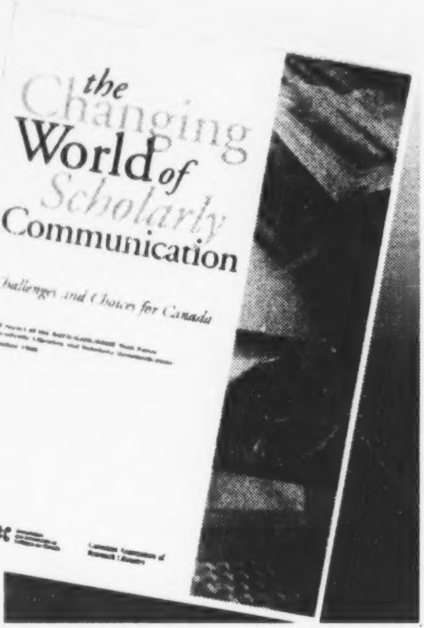
For shareware listings, visit the NALD Web site www.nald.ca under Resources.

The future of libraries and research in an electronic age

[*In 1996, a Task Force of the Association of Universities and Colleges of Canada and the Canadian Association of Research Libraries produced a report on the future of scholarly communication and the implications for university research libraries. What does this have to do with more common forms of literacy? Everything. The observations on the transformation of universities are relevant to all levels of formal education, including adult basic education, which is often left out of the spectrum; the observations on the organization of information and access apply to public libraries and literacy resource centres, physical and virtual.* Ed.]

Below are some excerpts from *The Changing World of Scholarly Communication: Challenges and Choices for Canada*

- The net effect is that, in the mid 1990s, the university library can best be thought of as a gateway to just-in-time resources rather than a repository of published knowledge.(5)
- Digitization further allows the integration of multiple information sources as needed and permits the transmission of both source materials and customized products via all types of telecommunications.(5) ...The result is a potentially radical transformation of the traditional hierarchies in universities, at least insofar as teaching and mentoring go, as students become less and less dependent upon the institutions they attend.(6)
- We expect that electronic publishing will become more prevalent and will ultimately achieve widespread recognition as a legitimate form of scholarly communication.(6) ...[Among .. issues of concern are] user acceptance, the future form of scholarly journals, the long-term accessibility of electronic information, and the costs and benefits to the academic community of this new mode of scholarly communication. (6) .... [M]aterial found on the Internet or found on Web home pages is not archived or organized bibliographically, and ...the search engines now in existence are still not adequate for systematic scholarly searches. ... (6) [T]hese new electronic journals do not carry the same prestige or status as the traditional print journals, particularly the long-established journals.(6)
- ...[I]ncreasingly, readers can find informal electronic reviews of the same books posted perhaps only days or weeks after publication. There are clear implications for the future of the book reviews in established print journals and indeed for the continued survival of some Canadian journals.(6-7)
- The most highly regarded work in a field, however, will likely continue to be established in print, for the foreseeable future, even if available in electronic form.(7) ...[T]hus, print publications will remain for many years as the most common medium for scholarly communication. (7)


the Changing World of Scholarly Communication
Challenges and Choices for Canada

- The history of knowledge is replete with examples of emerging technologies and new storage and retrieval devices unable to access previously encoded data. (7)
- Can universities afford to invest significantly in the required electronic infrastructure while maintaining support for traditional publications? Can they afford not to? What trade-offs will have to be made? Do scholars rely as extensively on print holdings as they claim? (7)

continued on page 19

Literacy in the next milenn... milleni...in the next century

Professor David Crystal reflects on the changing nature of literacy as we approach a new millennium.

Millennium has always been one of the most mis-spelled words, with its unusual doubling of letters, and if there has been an unlooked-for benefit of the current mania for the year 2000 it is the unprecedented exposure which this word has received. I could never remember how many n's it had, and always had to look it up — but not any more. It now spills onto my screen without a second thought. And even if I did have second thoughts, a spelling-checker would sort it out for me.

Screens and spelling-checkers. Routine today, for many people, compared with a decade ago. All the indications are that the dramatic growth of the new electronic medium, in all its communicative versatility is set to continue. But the implications for literacy have only recently begun to be explored.

We have all heard a lot about how demands of literacy have grown. Notions such as 'functional literacy' have become increasingly complex to operationalise. People have encountered more graphic variation on the physical page than ever before, and have found themselves in more settings where they need to respond to it.

Now a new range of graphic varieties is emerging, with even more variations, and introducing new constraints on perception and intelligibility. The VDU screen, and the software that feeds it, is taking literacy in new - and little analysed - directions. Consider the problems for memory and comprehension of scrolling - the sidewards or downwards movement of text on the screen. Consider the cognitive demands of superimposed windows or of split screens. Consider what is involved when we process highlighted, coloured or animated text. And, above all, consider how we are to assimilate the novel features introduced by the new medium, such as the use in e-mail messages of special graphic conventions to capture spoken tones of voice, or the flouting of the standard conventions of spelling and punctuation.

It is unclear just how much of a challenge this new perspective will be for children. The screen, and whatever is on it, has an intrinsic appeal to a generation brought up in an electronic world. But for the screen to be put to the service of literacy education, the link has to be perspicuously introduced. Children — or, for that matter adults — have to be formally shown that the facilities of the new medium can be used to develop a powerful and sophisticated literacy. Already we see this happening, in the form of new equipment and techniques in special-needs settings, but there is an urgent need for information about what the medium can legitimately be expected to do - which is why the Docklands Learning Acceleration Project, being carried out on behalf of the National Literacy Association, is so important.

Fresh possibilities

The electronic revolution has often been hailed as the end of the book — but this can be taken with a large pinch of salt, for every communication revolution has been heralded as the end of something. The printing press was condemned as the machine of the devil. People thought film would displace novels. They thought TV would displace film. What actually happens is that a new medium settles down and takes its place alongside the others, offering fresh possibilities. In the case of electronic media, the strength is undoubtedly information retrieval - you can look more things up more quickly than ever before. This was always the weakness of a book, notwithstanding the power of a good index.

The strength of the book, by contrast, is in presentation and organisation. No screen is ever likely to offer the visual possibilities that are routinely available on a large printed page. No amount of windows manipulation can replace what we do when we are working on a project, and see our thoughts usefully littered across the desk scribbled on bits of paper. Nor is the screen likely to replace the physical presence of the book. Maybe one day we shall curl up in bed with a VDU, or take one in the bath - but not for a while yet.

This special issue [of *Literacy for All*] gives us an opportunity to take stock of where we are, in relation to literacy, and to think about the future. Its focus enables us to focus on the great axiom of literacy — that literacy underpins livelihood. Literacy educators have known this for years, but the message still needs to be brought to the attention of a larger public, and in particular to those controlling government purses. Literacy is at the heart of educational progress. Support for literacy is the best way a government can invest in the future of its people. And the message of the millennium is simple: the future is now.

Professor **David Crystal** OBE, honorary Professor of Linguistics at University of Wales, Bangor, is Chair of the National Literacy Association (NLA) in the UK. Professor Crystal is known for his many publications on language.

The NLA is an umbrella of educational organizations, including five teachers' unions. It runs the Docklands Learning Acceleration Project, the biggest school literacy and technology project in the UK.

This article originally appeared in *Literacy for All*, The Questions Publishing Company, for NLA, 1997, p.2. Reprinted with permission.

Libraries continued from page 17

Choices

- A major thrust is needed to develop new tools that can be applied to track the availability and use made of electronic publications, and to address the question of access to materials (9)
- ...[Humanities s]cholars do not possess the same access to these facilities as their colleagues in the natural sciences, medicine and engineering. Universities should ensure that such discrepancies are corrected, and at the same time take steps to facilitate student access to campus networks from on and off campus. They should also develop training programs to develop literacy in the new electronic media.(9)
- ..[T]he technical and legal obstacles to achieving this vision must not be underestimated... (9)
- For commercial publishers and the entertainment industry, ... the reproduction of documents over the Internet without charge is perceived to be harmful to their sales of print works.(10)

The educational and library communities must therefore continue to participate aggressively in current debates on reform of copyright legislation, and to press for a fair and balanced copyright regime in Canada. (11)

Available at www.aucc.ca.
A print version can be ordered from AUCC, 600-350 Albert Street, Ottawa, ON, K1R 1B1.
Tel.: (613) 563-1236;
Fax: (613) 563-9745.

Defining information literacy

A document entitled Student Information Literacy Needs in the 21st Century has been produced by the Association for Teacher-Librarianship in Canada and the Canadian School Library Association. Included are a set of professional and personal competencies for teacher-librarians, a Student Bill of Information Rights, and a glossary of terms where "information literacy" is defined as follows:

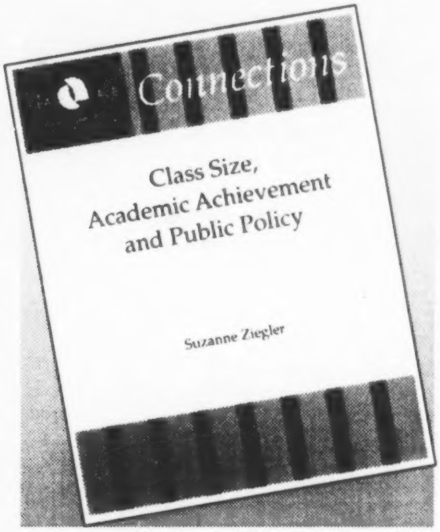
The ability to: recognize the need for information to solve problems and develop ideas; pose important questions; use a variety of information gathering strategies; locate relevant and appropriate information; assess information for quality, authority, accuracy and authenticity. Includes the abilities to use the practical and conceptual tools of information technology, to understand form, format, location and access methods, how information is situated and produced, research processes, and to format and publish in textual and multimedia formats and to adapt to emerging technologies.

A text version is available at *www.sbe.saskatoon.sk.ca/~atlc/index.html* and at *www.geocities.com/Athens/Olympus/1333/competen.htm*

Copies can be ordered for $2. each from **Lynne Lighthall**, School of Library, Archival & Information Studies, 831-1956 Main Mall, Vancouver BC, Canada V6T 1Z1

77

On class size: Data and values



Connections

Class Size, Academic Achievement and Public Policy

Suzanne Ziegler

International research consistently finds that moderately reducing class size to numbers that exceed 17 has only small impacts on student achievement; yet there is still a strong demand for this "high-cost, low-return" investment among parents, teachers and policy-makers. In the first of what will be a series of occasional papers by the Canadian Education Association on current public policy concerns, researcher Suzanne Ziegler reviews the literature on class size before reaching her conclusion. While smaller class size can have beneficial outcomes in terms of school morale and teacher retention, she argues, it is almost always implemented in the name of increased student achievement, for which there is little evidence. There are other alternatives such as small group and individual tutoring which also involve cost but show greater payoff. However, for many, small class size is an idea that "feels" good, and "[a]s with so many issues in education, the ultimate answers lie in values, not data."(7) [LS]

Suzanne Ziegler, "Class Size, Academic Achievement and Public Policy," *Connections* Vol.1, No.1, November 1997, Canadian Education Association.

This paper is available in English and French for $10, including GST and shipping, from the CEA, 252 Bloor Street West, #8-200, Toronto, ON, M5S 1V5,
Tel.: (416) 924-7721;
Fax: (416) 924-3188;
E-mail: acea@hookup.net;
Web site: www.acea.ca

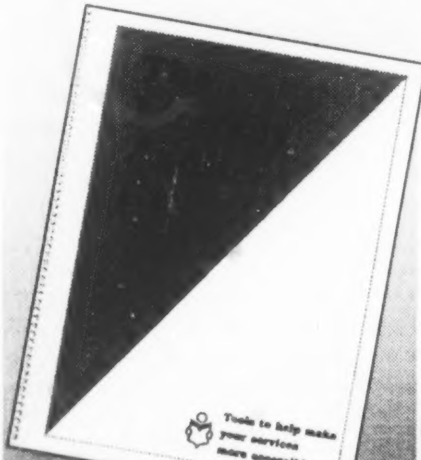
The Literacy Audit Kit

Alberta continues to develop and produce outstanding literacy materials for those in the field and in the larger community. The Alberta Association for Adult Literacy (AAAL) is not the first to produce an instrument for organizational literacy audits, but they have surpassed earlier ones with *The Literacy Audit Kit*.

Using the combination manual and video, any organization can assess its own accessibility to clients with limited literacy. The manual is laid out in five sections explaining what an audit is and a rationale for doing one, then how to conduct one, and how to interpret results and respond. In the last two sections, users are educated about current definitions, and given succinct readable explanations of the many factors that cause low literacy, plus information about additional resources.

The video shows an audit in action. An envelope of master copies of key pages is included in the kit with an invitation to photocopy them for use. *The Literacy Audit Kit* is graphically superb and embodies what it teaches — it presents a complex notion in plain language without the loss of intelligence that opponents of plain language often fear. [LS]

The Literacy Audit Kit can be ordered for $40, including GST and postage and handling, from the Alberta Association for Adult Literacy, 605, 332 - 6 Avenue S.E., Calgary, AB, T2G 4S6, Tel.:(403) 297-4994; Fax: (403) 297-6037.



Media Education Conferences Quicklist

(see chronological listing for information sources)

Education in late modernity: beyond narrowing agendas
June 10 - 12, 1998, London UK

National Media Education Conference
June 28 - July 1, 1998,
Colorado Springs, CO

NYU-London University Summer Abroad Program in Media Education
June 27 - July 12, 1998,
London, UK

Teaching with Mainstream Media
SUMMER 1998, University of Arizona at Tucson, College of Education

Chronological Conference Listing

Local

National/International

Canadian Association for Distance Education (CADE)
May 21 - 24, 1998
Banff Centre, Banff, AB
Information: Lori Oddson, Learning Services Outreach, Athabaska University, 2nd Floor, North Tower, 10030-107 Street, Edmonton, AB, T5J 3E4

Congress of the Social Sciences and Humanities*
May 27 - June 6, 1998
University of Ottawa
Ottawa, ON
Information: Congress of the Social Sciences and Humanities, Humanities and Social Sciences Federation of Canada, 151 Slater Street, # 415, Ottawa, ON, K1P 5H3,
Tel.: (613) 238-6112, ext. 312;
Fax: (613) 236-4853;
Web: CONGRESS@HSSFC.CA

Canadian Association for the Study of Adult Education 18th Annual Conference
May 29 - 31, 1998
Ottawa, ON
Information: Maurice Taylor, University of Ottawa, 145 Jean Jacques Lussier, Ottawa, ON, K1N 6N5,
E-mail: MTAYLOR@uottawa.ca

Canadian Communication Association Annual Conference
Congress of the Social Sciences and Humanities*
May 31 - June 3, 1998
Ottawa, ON
Information: Roxanne Welters, CAA, Liaison Officer, Département de communications, Université de Montréal, C.P. 6128, Succ. Centre-Ville, Montréal, QC, H3C 3J7
Tel.: (514) 343-6111, ext. 5434;
Fax: (514) 343-2298;
E-mail: acc@com.umontreal.ca

Education in late modernity: Beyond narrowing agendas
June 10 -12, 1998
University of London, UK
Information: Cathy Bird, Conference Office, Institute of Education, University of London, 20 Bedford Way, London WC1H OAL,
Tel.: 011-44-171-612-6017;
Fax: 011-44-171-612-6401;
E-mail: c.bird@ioe.ac.uk

Laubach Literacy Action 1998 Biennial Conference
June 11- 14, 1998
Columbus OH
Information:
Tel.: (315) 422-9376, ext. 283;
Fax: (315) 422-6369

4th International Partnership Conference
"New Alliances for Learning for the Next Millenium"
June 27 - July 1, 1998
Trondheim, Norway
Information: Ragnhild Aamot, NIF, PO Box 2312 Solli, 0201 OSLO, Norway,
Tel.: +47 22 94 75 00;
Fax: +47 22 94 75 01;
E-mail: ragnhild.aamot@nif.no

National Media Education Conference
"A Paradigm for Public Health"
June 28 - July 1, 1998
Colorado Springs, CO
Information: Conference Office, 2121 S. Oneida Street, #325, Denver CO 8024-2552,
Tel.: (303) 756-8380;
E-mail: NMEC98@aol.com

The Penn State Conference on Rhetoric and Composition
July 4 - 7, 1998
Penn State University Park
Information: Roberta Moore, Conference Planner; E-mail: ConferenceInfo2@cde.psu.edu

Canadian Education Association
July 9 - 11, 1998
Quebec City, QC
Information: Canadian Education Association, Suite 8 - 200, 252 Bloor Street West, Toronto, ON, M5S 1V5
Tel.: (416) 924-7721;
Fax:(416) 924-3188;
E-mail: acea@hookup.net

Association for Information Technology in Teacher Education (UK) 1998
"Moving Forward with IT in UK, Europe and the World"
July 16 - 18, 1998
University of Amsterdam
Information: Tony Haskins, ITTE Conference Co-ordinator, IM&C, Liverpool Hope University College, Hope Park, Liverpool, L16 9JD

International Reading Association (IRA)
World Congress
July 21 - 24, 1998
Ocho Rio, Jamaica
Information: IRA,
800 Barksdale Road, PO Box
8139, Newark, DE 19714-8139,
Tel: (302) 731-1600 or
800-336-READ.

11th Annual Adult Learning and Technology Conference (ALT)
July 28 - 31, 1998
Michigan State University
Information: E-mail:
Deborah.Reynolds@cmich.edu
or Michigan State Literacy
Resource Center (517) 774-1294

18th International Conference on Critical Thinking
August 1 - 4, 1998
Rohnert Park, CA
Information:
Tel.:(707) 664-2940;
Fax: (707) 664-4101;
E-mail: cct@sonoma.edu

Third International Conference for Global Conversations on Language and Literacy
August 5 - 7, 1998
Bordeaux, France
Information: NCTE, 1111 W.
Kenyon Road, Urbana,
IL 61801-1096,
Tel: (217) 328-3870, ext. 203;
Fax: (217) 328-0977

Fourth National Literacy Conference "Between Standards and Diversity"
Manitoba Association of
Teachers of English &
Canadian Council of Teachers
of English Language Arts
October 23, 1998
Winnipeg, MB
Information: Debra Radi,
Conference Chair, Fourth National
Literacy Conference, Oak Park
High School, 820 Charleswood
Road, Winnipeg, MB, R3R 1K6,
Tel.: (204) 895-721;
Fax: (204) 895-8889;
E-mail: dradi@MBNET.gov.MB.CA

47th Annual American Association for Adult and Continuing Education (AAACE)
November 18 -22, 1998
Phoenix AZ
Information:
Tel.: (202) 429-5131;
Fax: (202) 223-4579

National Council of Teachers of English (NCTE)
November 19 - 22, 1998
Nashville, TN
Information: NCTE, 1111 W.
Kenyon Road, Urbana, IL 61801-1096,
Tel: (217) 328-3870, ext. 203;
Fax: (217) 328-0977

Modern Language Association (MLA)
December 27 - 30, 1998
San Francisco, CA
Information: MLA,
10 Astor Place, New York,
NY 1003-6981

Ontario Council of Teachers of English
February 19, 1998
Toronto, ON
Information: Alex Bostock,
Tel.: (416) 393-5501;
Fax: (416) 393-5631

Conference on College Composition and Communication (4Cs)
March 24 - 27, 1999
Atlanta, GA
Information: NCTE, 1111 W.
Kenyon Road, Urbana,
IL 61801-1096,
Tel: (217) 328-3870, ext. 203;
Fax: (217) 328-0977

Fourth National Writing Across the Curriculum Conference
"Multiple Intelligences"
June 3 - 5, 1999
Ithaca, NY
Information:
Tel.: (607) 255-2955;
Fax: (607) 255-2956;
E-mail: wac99-conf@cornell.edu
Web site:www.arts.cornell.edu/jskwp/wac99.html

7th International Interdisciplinary Congress on Women
June 20 - 26, 1999
Tromso, Norway
Information:
Tel.: +47 77 64 58 99;
Fax: +47 77 64 64 20;
E-mail:
womens.worlds.99@skk.ult.no
Web site: www.skk.ult.no/WW99/ww99.html

International Federation of Teachers of English (IFTE)
July 7 - 10, 1999
Warwick, ENGLAND
Information: NATE, 50 Broadfield
Rd., Sheffield,
S8-OXJ England,
Tel.: (0114) 255-5419;
Fax: (0114) 255-5296

*** Beginning in 1998, the Congress of the Social Sciences and Humanities replaces the former Learneds Conference held annually in Canada since the 1930s.**

Summer Institutes 1998

Summer Institute for Teachers of Literature (NCTE) "Literature and Literacy in the Age of Technology: Translating Theory into Classroom Practice
May 31 - June 1, 1998
Myrtle Beach SC
Information: NCTE, 1111 W.
Kenyon Road, Urbana, IL
61801-1096,
Tel: (217) 328-3870, ext. 203;
Fax: (217) 328-0977

Adult Education
Summer Institute
Learning in the Workplace,
Learning in the Community
June 1 - 12, 1998
Concordia University
Montreal, QC
Information: 1998 Adult
Education Summer Institute,
Department of Education,
Concordia University,
1455 de Maisonneuve Boulevard
W., Montreal, QC, H3G 1M8,
Tel.: (514) 848-2029;
Fax: (514) 848-4520;
E-mail: rivahft@vax2.concordia.ca

Sixth Annual Institute
in Management and
Community Development
June 15 - 19, 1998
Concordia University
Montreal, QC
Information: Institute in
Management and Community
Development, Concordia
University, Loyola Campus,7141
Sherbrooke Street West, CC 326,
Montreal, QC, H4B 1R6,
Tel.: (514) 848-3956;
Fax: (514) 848-4598

Summer Institute
for Teachers
Computers in Writing-
Intensive Classrooms
with Dr. Cynthia Selfe &
Dr. Gail Hawisher
June 15 - 26, 1998
Michigan Technological
University
Houghton, MI
Information: Gretchen Janssen,
Office of Conferences and
Institutes, Michigan
Technological University,
1400 Townsend Drive,
Houghton, MI 49931-1295;
Tel.: (906) 487-2263;
Fax: (906) 487-3101;
E-mail: ci@mtu.edu

The Centre for Literacy
& Georgia Tech Lifelong
Learning Network
Literacy & Technology:
Maintaining a Human Face
June 25 - 27, 1998
Montreal, QC
Information:
Tel: (514) 931-8731, ext 1415;
Fax (514) 931-5181;
E-mail: literacycntr@dawson
college.qc.ca

NYU-London University
Summer Abroad Program in
Media Education
June 27 - July 12, 1998
Teachers and Graduate
students can earn NYU
credits studying with David
Buckingham and other
leaders in media education.
Information:
JoEllen Fisherkeller,
Tel.: (212) 998-5807;
E-mail: fisherke@is2.nyu.edu
or Melissa Phillips,
E-mail:
mphillips@mediaworkshop.org

Martha's Vineyard Summer
Workshops
1998 Institute on Writing
and Teaching
July 1 - 14, and July 16 -30,
Information:
Becky Mallaghan, Martha's
Vineyard Summer Workshops,
Dpartment of Englsih, 406 Holmes
Hall, Northeastern University,
Boston, MA 02115,
Tel.: (781) 373-3637;
E-mail: bmallagh@lynx.neu.edu;
Web site:
www.casdn.neu.edu/~englsih/
gradx.htm

National Writing and Thinking
Network Workshops in Writing
and Thinking for High
School Students
June - July
Sites in Illinois, Louisiana,
Massachusetts, Minnesota,
Ohio,Oregon,
Information: Judi Smith,
Bard College, PO Box 5000,
Annandale-on-Hudson, NY
12504-5000,
Tel.: (914) 758-7484;
E-mail: jsmith@badr.edu

Teaching with Mainstream
Media
Undergraduate and
graduate levels
University of Arizona at
Tucson, College of Education
Information: Dr. Richard Ruiz,
Director of LrC, College of
Education, University of Arizona,
Tucson, AZ 85721

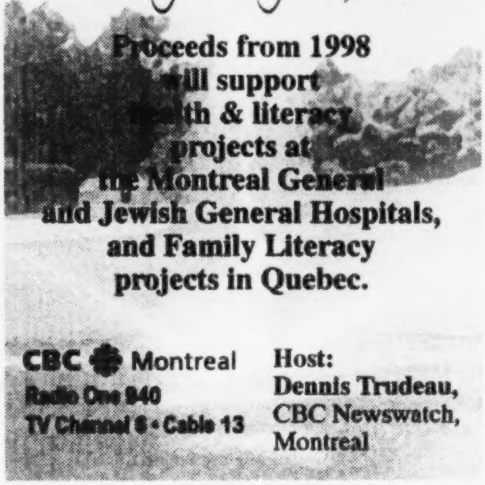
Writing Program
Administration (WPA)
Summer Workshop and
Conference
"Making a Difference:
Writing Programs at Work"
July 13 - 16; July 16 -18, 1998
Tucson AZ
Information: (520) 621-3371;
E-mail: enos@u.arizona.edu

The Centre for Literacy of Quebec
and Literacy Partners of Quebec
invite you to

Golf Day
for Literacy in Quebec

at Cedarbrook Golf Club
300 Des Cèdres, Ste-Sophie, Québec

Monday May 25, 1998



Proceeds from 1998 will support health & literacy projects at the Montreal General and Jewish General Hospitals, and Family Literacy projects in Quebec.

CBC Montreal
Radio One 940
TV Channel 6 • Cable 13

Host:
Dennis Trudeau,
CBC Newswatch,
Montreal

Participatory adult literacy practice
The First Global REFLECT Conference

November 3 - 7, 1998
Bhubaneswar, Orissa, India
hosted by ActionAid India
preceded by organized field visits in Bangladesh, Nepal or India from October 25 - 31

REFLECT is a radical new approach to adult literacy and social change developed through field practice in Uganda, **Bangladesh** and El Salvador from 1993 to 1995. Following publication of the REFLECT Mother Manual, the approach is being used in 25 countries with 95 different organizations.

This meeting will provide an opportunity for sharing the experiences. The Mother Manual is also being radically revised through a collaborative process to capture the innovations by practitioners around the world. The draft of the revised manual will be available for review and discussion at the conference.

Information:
Ms. Vasumati, REFLECT **Global Conference**, ActionAid India, 3 Rest House Road, Bangalore 560 025, India,
Tel.: 00 91 80 5596682 or 5586583;
Fax: 00 91 80 5586284;
E-mail: reflect@actionaidindia.org

UK: Bimal Phnuyal/David Archer, International Education Unit, ActionAid, Hamlyn House, MacDonald, Archway, London N19 5PG, UK

Workshops on Making Connections, Canadian Congress for Learning Opportunities for Women (CCLOW) organizes cross Canada workshops on using woman-positive curriculum

Following the publication of Making Connections in late 1996, practitioners across the country asked for more guidance on using the materials in a variety of contexts. How could one use it with mixed gender groups? How could one use it where there was already a prescribed curriculum? How could one adapt it to classrooms/one-on-one tutoring/different levels of instruction? In response to these and other requests, CCLOW, with support from the National Literacy Secretariat, trained a group of facilitators to offer an initial series of workshops across Canada by June of 1998.
The outcome will be a publication useful to teachers concerned with woman-positive literacy and basic skills education.

For information, contact **Joanne Lindsay**, CCLOW,
Tel.: (416) 699-1909; Fax: (416) 699-1245

CALL FOR PAPERS

Fourth National Writing Across the Curriculum Conference

"Multiple Intelligences"
hosted by Cornell University with College of Charleston.
The Citadel, and Clemson University
June 3 - 5, 1999
Ithaca, NY

The conference will consider relationships between writing "across" the curriculum and writing "in" the disciplines. It will address WAC issues such as administration, assessment, curriculum, economics, faculty development, history of WAC, interdisciplinary collaboration, student, learning, politics, research, school/college collaboration, teaching, technology, theory, writing, and other forms of communicating across disciplines.

Information and proposal guidelines:
Tel.: (607) 255-2955; Fax: (607) 255-2956;
E-mail: wac99-conf@cornell.edu
Web site: www.arts.cornell.edu/jskwp/wac99.html

Deadline for proposals: October 1, 1998

NALD
National Adult Literacy Database

Virtual Celebrity Book Auction

Check it out on www.nald.ca

A virtual Celebrity Book Auction on the NALD site will raise funds to benefit adult learners across Canada through educational bursaries and literacy programs. The sponsoring organizations are the Canadian Congress for Learning Opportunities for Women (CCLOW) and Literacy Link Niagara.

Visit **NALD**'s homepage—www.nald.ca — to preview items and find the actual date of the auction, or contact Literacy Link Niagara, Room 202, Niagara College, St. Catharines Campus, 59 Wellandvale Road, St. Catharines, ON L2R 6V6.
Tel.: (905) 641-2252 ext. 2222; Fax: (905) 682-2298;
E-mail: literacy@mergetel.com

Canadian Give the Gift of Literacy Foundation 1998 Grants

Funding is available to non-profit community literacy groups to develop materials for adult learners and their teachers. There are two types of grants:

1. **Seed grants** up to $2500 to develop an idea, do a needs assessment and create a working sample of a project.
2. **Production grants** of up to $5000 to produce materials for adult learners and their teachers. Applicants must submit a working sample of the project materials.

Deadline:
June 30, 1998

Information:
Canadian Give the Gift of Literacy Foundation,
35 Spadina Rooad,
Toronto, ON, M5R 2S9,
Tel.: (416) 975-9366;
Fax: (416) 975-1839

For the millions who can't read
Give the gift of literacy

Literacy and Parenting Skills (LAPS)
Family literacy for at-risk parents

Date: Monday, June 15th, 1998

Time: 9:00 a.m. - 3:00 p.m.

Place: Dawson College, Room 5B13

Fee: $40.00 (includes materials and lunch)

Literacy and Parenting Skills is an innovative family literacy program which uses low-level literacy materials based on parenting topics to strengthen the literacy skills of the parents and give them strategies to model good literacy practices with their children.

Materials include: Building Self-Esteem in Your Children, Positive Discipline, Anger Management, and Communication and Listening Skills.

The workshop will emphasize how to facilitate the LAPS program and other family literacy programs. Topic and areas which may be covered include:

- Facilitation vs. instruction
- Parenting,
- Strategies for working with at-risk parents,
- Dealing with difficult people and learning styles,

This session should interest coordinators, instructors, facilitators, volunteer tutors, and community workers who work with at-risk parents

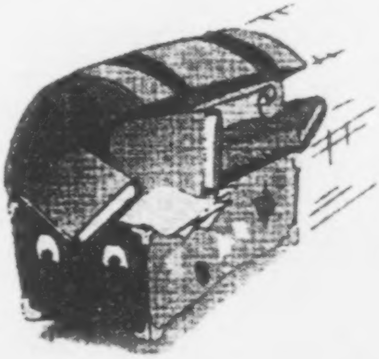
The facilitators

Elaine Cairns, BA, BEd., has worked in the field of literacy and English as Second Language for the last eight years. Over the years, Elaine has been a volunteer tutor, instructor, facilitator, ESL administrator and literacy coordinator. Currently she is co-manager for the Literacy and Parenting Skills program at Alberta Vocational College, Calgary.

As co-manager of LAPS, **Laureen MacKenzie**, BA, BEd, MA, brings 29 years experience in the education field as a teacher, administrator, facilitator, counselor, volunteer and program developer.

Travelling Resource Trunks

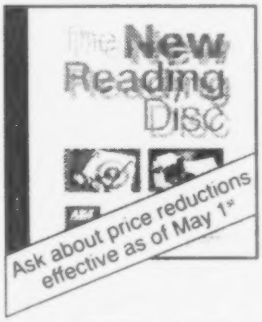
As promised, a new trunk
on Family Literacy and
Women's Issues
is now available.
Contact Beth Wall about borrowing.
Tel.: (514) 931-8731, ext. 1415



84

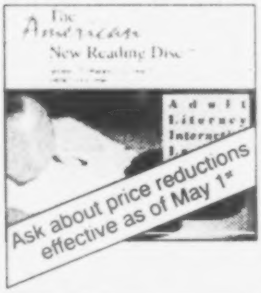
Read and write together

Read and Write Together:
An activity pack for parents and children
This kit was produced by The Basic Skill Agency and BBC Education in February 1995 for a national Family Literacy promotion campaign in the UK.
Price: $15. plus $2 handling and postage.



The New Reading Disc
The acclaimed UK multimedia product designed by CTAD to help adult basic learners improve their reading and writing. Built in Authoring Tool allows teachers to create local culturally appropriate materials.

Training to author on the New Reading Disc
The Centre can arrange for an instructor to travel to your site to train users on authoring with both the British and American versions of the New Reading Disc. Call us for details.

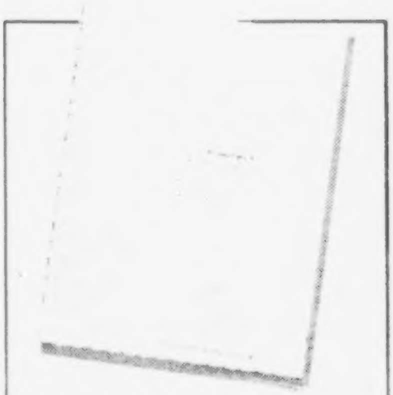

The American New Reading Disc
Adult Literacy Interactive
Ask about price reductions effective as of May 1st

The American New Reading Disc
(developed by CRT at Georgia Tech)
An American version of the original UK product with American topics and context, but the same prototype with Authoring Tool.

Logiciel Interactif de Réentrainement à l'Ecriture

L.I.R.E. — Le **Logiciel Interactif de Réentrainement à l'Ecriture** propose un nouveau concept qui, à travers l'utilisation d'ordinateurs Multimédia, permet à des personnnes d'améliorer leurs capacités à lire et à écrire en français.

Detailed descriptions on our Web site include a 38-site Canadian evaluation of the *New Reading Disc*: www.nald.ca/litcent.htm



Available from The Centre for Literacy: Working Papers in Literacy

No. 1 Perspectives on IALS, Graff, Street, Jones

No. 2 Media literacy, information technology and the teaching of English
Abbott and Masterman

No. 3 Behaviour and beliefs of volunteer literacy tutors
by Catherine Hambly

Paper No.1 is on our Web site. Print copies of both Papers can be ordered. Price: In Canada, $6; US, $7.; Overseas, $10.; prices include handling and postage

Software update

A selection of software recently added to our collection and available for preview at The Centre:

Software	Subject	Publisher
• Explore Canada	Adult Geography/History	Canadian Heritage/Parks Canada
• SkillsBank 4	Basic Skills Adult workplace	Career Systems Canada
• Reading the Signs:	Adult literacy and culture	Educational Planning & Design Assoc
• STAPLE vol 2	Teaching adult literacy	Literacy Coordinators of Alberta
• Lit-Link	Literacy Program management	OM Corporation
• textHelp	Disabilities - dyslexia	Lorien Systems

Contact Beth Wall about previews.

Information on software pricing and orders:

The Centre for Literacy,
3040 Sherbrooke Street W., Montreal, QC, Canada, H3Z 1A4
Tel.: (514) 931-8731, ext. 1415;
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E-mail: literacycntr@dawson college. qc.ca

LITERACY AND TECHNOLOGY:

Maintaining a Human Face

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LOOK AT OUR WEBSITE AT: www.nald.ca/litcent.htm

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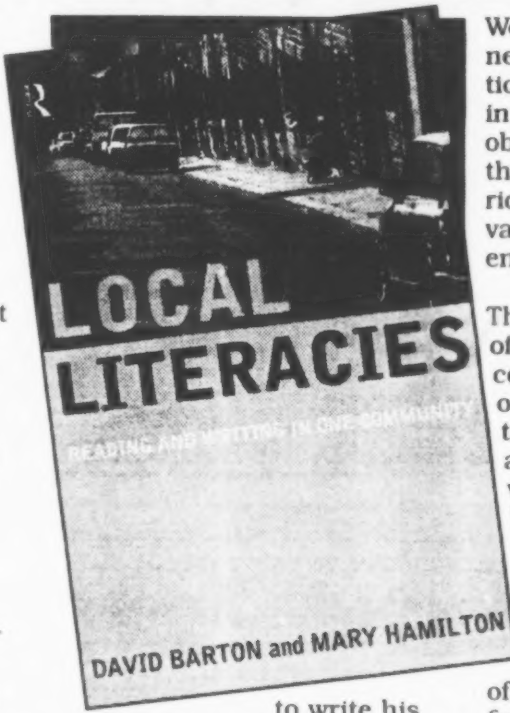
Volume 13 • Number 4

LITERACY ACROSS THE CURRICULUMEDIA FOCUS

Connecting literacy, media and technology in the schools, community and workplace

By the light of local knowledge

When *Local Literacies* arrived on my desk last month, most of this issue was already on diskette. The theme was community learning and literacy; it highlighted the ways people use text and media to make sense of their lives and to organize and empower their communities. After reading *Local Literacies*, I have put it at the centre of this issue. It is one of the most readable academic studies of literacy to appear since Shirley Brice Heath's *Ways with Words*, and should have as great an impact in shaping future thought (and, dare one hope, practice?).


LOCAL
LITERACIES
READING AND WRITING IN ONE COMMUNITY
DAVID BARTON and MARY HAMILTON

Based on a longitudinal ethnographic study of Lancaster England in the 1990s, Barton and Hamilton set out to "offer a detailed, specific description of literacy practices in one local community at one point in time" and to show how literacy is linked to other social practices. Recognizing that this account "is often at odds with the public image of literacy...in the media and much current policy discourse," they wish to "offer an alternative public discourse which foregrounds the role of literacy as a communal resource contributing to the quality of local life."

The study looks closely at the lives of four individuals — Harry, a retired fireman trying to write his war memoirs; Shirley, a housewife with strong convictions on many social issues and a commitment to her children's education; June, a part-time market worker, who keeps careful household accounts; and talkative Cliff, a man who has held many jobs from hairdresser to shop steward, who loves the race track and enjoys writing.

We also look at their social networks and local organizations. Beyond the data from interviews, questionnaires, observations and analyses, it is the fullness of their lives, the richness of experience and the variety of social practices that engage our attention.

These people share their sense of themselves, and their perceptions about being educated or "uneducated." Their lives take us beyond functionality as the authors hoped they would. Barton and Hamilton began with an "approach.... strongly shaped by the insistent voices of practitioners and adult students in community-based adult education who reject definitions of literacy in terms of skills, functions and levels which do not fit their experience...."(5)

If I had to choose one book to explain literacy today to someone unfamiliar with the field, I would pick *Local Literacies*. Beside the study itself, the authors have incorporated a brief history of literacy studies, a discussion of different theoretical perspectives, definitions

INSIDE

Literacy for which millennium 3
Health, communication and literacy 4
TO PONDER: Local literacies.....................6
IALS at home and abroad.........................7
Canadian print coverage on adult literacy 9
Adult literacy and technology 10
Community learning network 12
Community video 14

IN THE CLASSROOM:

Technology for learning 16
Tutor checklist..17
REVIEWS: *Media for Action* 19
RESOURCES: Health and literacy............21
CONFERENCES..22
ANNOUNCEMENTS 24
Happening at The Centre 26
Available at The Centre 27

THE CENTRE FOR LITERACY • MONTREAL, QUEBEC

of complicated terms such as "literacy event" and "literacy practice," and exploration of seemingly uncomplicated terms such as "community" and "network"'[See To Ponder, p. 6]. They include questions for further study and a comprehensive bibliography.

In one of several appendices, they also connect theory to practice, although that was not an original goal of the book. Here they argue that these new views of literacy can be applied in nursery, primary, secondary and post-secondary education, as well as adult education. They link adult basic students learning to write with university students learning to write in new ways.

Policy implications of their work touch on institutional frameworks for literacy as well as government policy directions. Finally, they make connections with everyday life from home support for schools to interactions with government and legal systems. They also note a need for critical examination of media representation of literacy issues.

Connecting to *LACMF*

Many articles in this issue reflect the concerns raised in *Local Literacies*.

- Literacy is integrated into health education (p. 4)
- A British statistician critiques the IALS model and similar studies and suggests that more complex models now exist to represent the complexity of real world literacy (p. 7)
- Communities across Canada are setting up learning networks to meet the needs of their members outside traditional institutions. (p.12)
- Some communities in rural Newfoundland use video and community television for local development. (p.14)

In all these accounts, functional notions of literacy are questioned and we are invited to see "by the light of local knowledge."

LACMF always suggests that there are multiple literacies, but that they can and should be linked. These links cannot be made unless those of us involved in literacy work —in every context— understand the different, often contradictory, models which currently shape practice. [LS]

Beside the study itself, the authors have incorporated a brief history of literacy studies, a discussion of different theoretical perspectives, definitions of complicated terms such as "literacy event" and "literacy practice,"and exploration of seemingly uncomplicated terms such as "community" and "network."

LITERACY ACROSS THE CURRICULUMEDIA FOCUS
The Centre for Literacy, 3040 Sherbrooke Street West, Montreal, Quebec H3Z 1A4
Editor: Linda Shohet • **Layout & design:** Ponctuation Grafix
• Dépot légal – 1991 • ISSN 1192-3288 • Bibliothèque Nationale du Quebec

The Centre for Literacy is committed to supporting and improving literacy practices in schools, community and workplace. It is dedicated to increasing public understanding of the changing definition of literacy in a complex society.

Literacy for the 21st century

Literacy encompasses a complex set of abilities to understand and use the dominant symbol systems of a culture for personal and community development. In a technological society, the concept of literacy is expanding to include the media and electronic text, in addition to alphabetic and number systems. These abilities vary in different social and cultural contexts according to need and demand. Individuals must be given life-long learning opportunities to move along a continuum that includes the reading and writing, critical understanding, and decision-making abilities they need in their community.

The opinions expressed in articles, other than those signed by the editor, are those of the author(s) and do not necessarily reflect the philosophy or policy of The Centre for Literacy.

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Literacy for which millennium?

Despite all the talk about learning across the curriculum, boundaries between disciplines are still strong although they are less rigid than they were a decade ago. Among a small number of researchers who have crossed boundaries with ease are Brian Street and Shirley Brice Heath. They are favoured speakers at English teaching conferences as teachers recognize that the findings of ethnographers of literacy connect to classroom teaching at all levels. Street and Heath opened and closed the recent NCTE International Conference on Language and Literacy in Bordeaux (August 1998).

In his presentation -- "Literacy for which millennium?" -- Street guided listeners on a historical journey to the start of this millennium focusing on the shift to a literate mentality that took hold in England after William the Conqueror created legal requirements for written material.

Citing historian Michael Clanchy, Street recalled a time when a sign or symbol, such as a sword, served as a "signature" for a jury. After William the Conquerer, petitioners needed a piece of paper validated through a formal system of courts.

Many contemporary unchallenged claims about literacy are rooted in this shift, and, Street insists, most of them are wrong.

Take the claim that a written document is more valid than a sign; it is certainly easier to forge documents and signatures than swords. Or the claim that literacy is neutral; it is almost always associated with power. Or the claim that literacy is independent; it is almost always linked to other media. Or the claim that it is fixed; it is always changing.

The new work order, in proposing teams and projects working across place and time, calls for new communicative skills that mix the literate, oral and visual.

With the Industrial Revolution, as time was measured and commodified and people had to punch time cards to be paid, a new concept of literacy became embedded in our mentality.

Street noted that in our own time, the concepts of job and workplace literacies are diverging. Studies have shown that many jobs often have only the most minimal literacy requirements. Workplace literacy focuses on procedures, safety and education needs identified by unions. Employers have begun to give literacy tests unrelated to the job because they are familiar with models of traditional literacy and believe it indicates discipline.

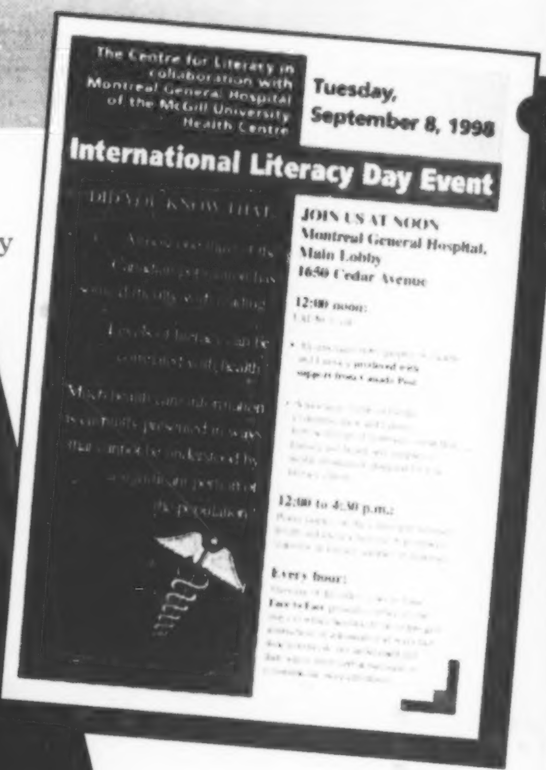
The new work order, in proposing teams and projects working across place and time, calls for new communicative skills that mix the literate, oral and visual. The new technologies have heightened our awareness of the relationship between word and image. Street points out that the alarms in the UK, the US and Canada about falling standards and functionally illiterate populations are misguided. They miss the complexities of literacy. Agencies and governments today, Street said, are engaged in a struggle to name what counts as literacy practices and to exclude all others.

Like Barton and Hamilton, he too calls for an alternative discourse that recognizes what people do, and need to do, with literacy. He also distinguishes between "multiple literacies," an ethnographic term which suggests that different groups have different sets of literacy practices, and "multi-literacies" which refers to different channels such as print, media, or electronic means. Even "academic literacy" is not a single entity, but a variety of practices in different parts of institutions connected to the power relations among them.

Literacy for the next millennium, Street suggests, should have teachers concerned with communicative practices, flexibility, multiple and multi-literacies, home/school/workplace links and continuing professional development. [LS]

Health, Communication and Literacy

On September 8, International Literacy Day, The Centre for Literacy, in co-operation with Nursing Staff Development at the Montreal General Hospital, launched an updated annotated bibliography on Health, Communication and Literacy and a Travelling Resource Trunk on Health, Communication and Literacy at the Montreal General Hospital, part of the new McGill University Hospital Centre.



The Centre for Literacy in collaboration with Montreal General Hospital of the McGill University Health Centre

Tuesday, September 8, 1998

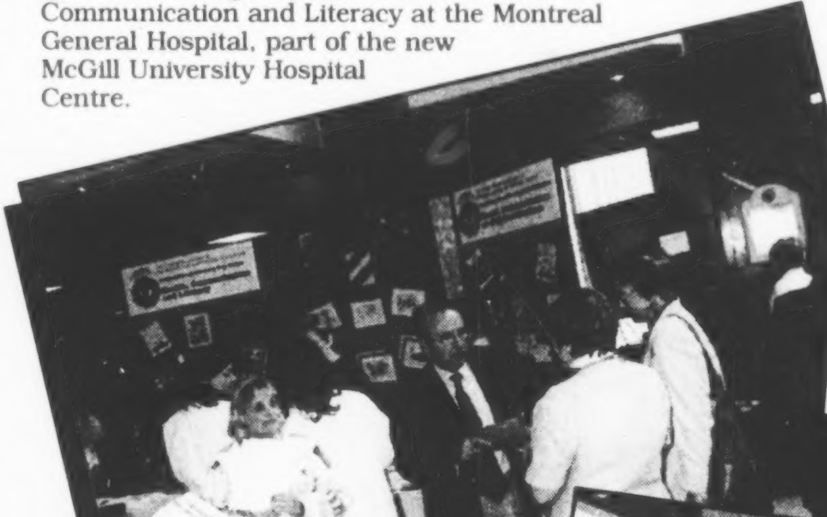
International Literacy Day Event

JOIN US AT NOON
Montreal General Hospital,
Main Lobby
1650 Cedar Avenue

12:00 noon:

12:00 to 4:30 p.m.:

Every hour:



Above: The launch at noon. The press conference was covered by CTV for their PULSE newscast. They produced an excellent report on health and communication which was aired that evening. PULSE has the largest English-language viewership of any newscast in Montreal.

Right: Linda Shohet, (l.) Director of The Centre for Literacy, with Peggy Sangster, (r.) Director of Nursing Staff Development, Montreal General Hospital.

Peggy Sangster has been coordinating a Health, Communication and Literacy project at Montreal General. Nursing staff have participated in a workshop and have begun to examine their own practices in communicating with patients.

Peggy has recently joined the board of The Centre for Literacy.

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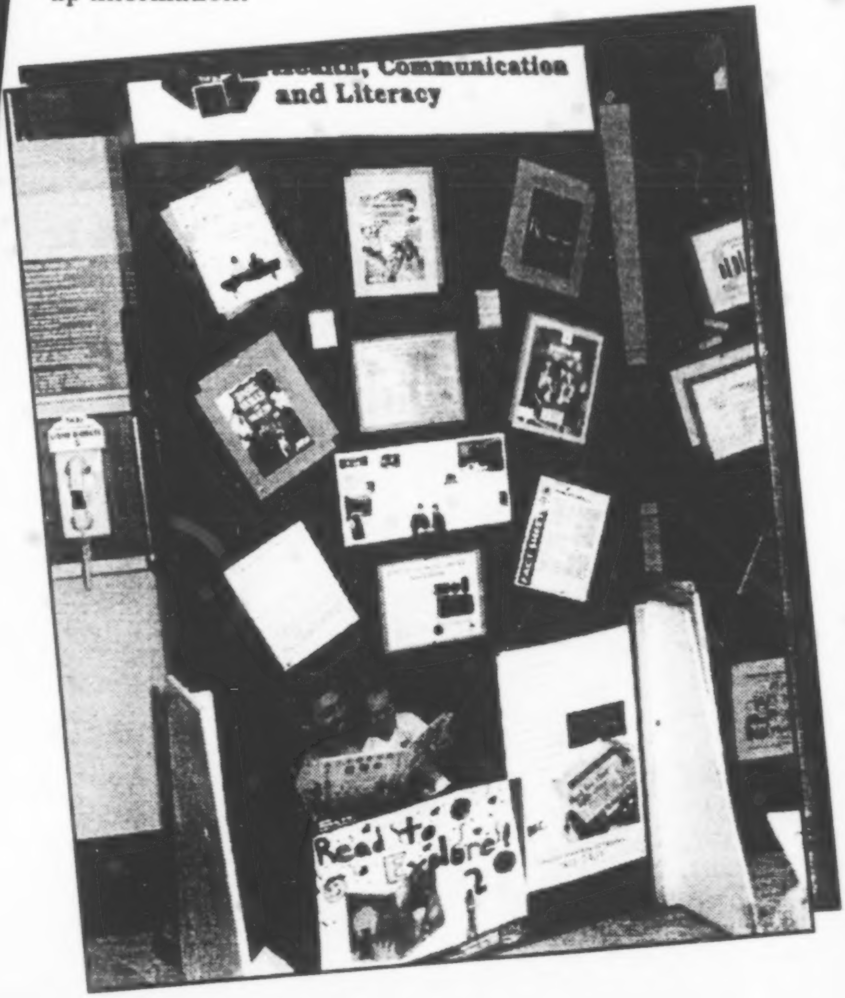
The Centre for Literacy &
the Montreal General Hospital of the MUHC

International Literacy Day Event

Health, Communication and Literacy

Above:
Marlene Jennings, M.P., NDG-Lachine, spoke at the press conference about the importance of keeping literacy on the political agenda. She underlined the connections to social issues such as health and justice.

Below: An information display was set up in the main lobby of the hospital from noon until 4:30 p.m. Hundreds of people stopped to talk and pick up information.



In the next issue: Review of *Empowerment Health Education in Adult Literacy: A Guide for Public Health and Adult Literacy Practitioners, Policy Makers and Funders* (1998), by Marcia Hohn, Ed. D. It describes a participatory action research project on health and adult literacy which involved members of the target community in developing two programs, one a cancer education program for early detection of breast, cervical and testicular cancers, and one on family violence.

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TO PONDER

1 On literacy in real lives

Sitting at our kitchen table I see notices and reminders stuck on our make-shift bulletin board: emergency medical telephone numbers, the number to the poison control center (left over from when our children were very small ...), shopping coupons, announcements about upcoming events at our synagogue, my sons' high school soccer schedules...and my daughter's track schedule. There's a list of my sons' school mates and their addresses and telephone numbers and a notice of a fiddle contest in Franklin. Hanging off the bottom are greeting cards, pictures, and a list of restaurants we cut from the newspaper that we thought we might try out if we ever get a Saturday night and enough energy and money to go. Stuck underneath some coupons is a torn envelope with a return address of a friend from England who I haven't seen in four years and with whom I lost contact because I lost his new address.... There's a cartoon making fun of the proposed 'English Only' amendment and a reminder to do what I said I would for the National Yiddish Book Center.

It's my life—at least in part— on that bulletin board, except for work and bills and the government (taxes and the monthly junk mail we get from our representatives and civil servants). These don't get to go on the bulletin board. Work papers are kept on my desk at the office, bills and taxes in a special folder out of sight... and the government junk mail in the waste basket. Each piece of paper on the bulletin board leads to people and connects me with them — if not directly...then emotionally... These are connections that we have made and chosen — my family and me. What's on this bulletin board is our use of literacy to make our world...

David Bloome, "Foreword," *Local Literacies, Reading and Writing in One Community*, by David Barton and Mary Hamilton, (Routledge: London and New York) 1998, p xiii.

2 On community

...The first point to make is that the term usually has positive connotations. As Raymond Williams put it....'unlike all other terms of social organisation (state, nation, society, etc.) it seems never to be used unfavourably' (1976:76). As a word which can have both positive and negative connotations we might add the term family.....

The original title of our research project was *Literacy in the Community*, using the word community in a general unanalysed sense. We are aware of the variety of meanings of the word community, its general positive connotations, the fact that the term implies homogeneity, and the problems of defining community boundaries. Despite these complexities it provides a useful starting point. We initially defined our community in two ways: firstly in geographical terms, as a small town and as a neighbourhood within that town; and secondly in social class terms, as a working-class community. Soon we became aware of the complexity of the term as we contrasted community with family and with neighbourhood, and as we uncovered many communities of interest which cross geographical boundaries. In carrying out the research it was in fact useful not to have a precise definition of community at the beginning.

Barton & Hamilton, *Local Literacies*, p.15.

3 On networks

To describe how people relate within social groups we have drawn on the concept of networks... The strength of the notion of networks is that it provides a simple way of moving beyond a focus on individuals and individual encounters, towards one which shows how literacy links across people and localities...

.... We can see networks in family life and in the workings of local organisations. We see in our research how networks have a function for people in many activities: in getting things done in groups, when finding out information, in providing mutual support... In addition, we see how networks can also involve coercion and exclusion, and can be normative and controlling. Network, like community, is a cosy and beguiling word, but closely structured local social relations can also be oppressive, disruptive or resistant to individuals' needs for change.

Barton & Hamilton, *Local Literacies*, p.16.

4 On print and other media

Print literacy is often interchangeable with other media in achieving particular goals, such as communication, finding out information, etc. In their everyday lives people move unconsciously between media, and many people do not privilege literacy, but evaluate its worth in relation to available alternatives. This supports notions of teaching literacy in the context of other media and exploring the ways in which these other media are structured and their meanings in people's lives. In general, a social approach de-emphasises the differences between speech, writing, and other non-verbal means of expression.

Barton & Hamilton, *Local Literacies*, p.283.

Measures of literacy:
IALS at home and abroad

Two and three years after publication of the first IALS reports, further analyses of the data continue to appear in Canada (See Further Readings[1]). Alternative comments and interpretations continue to come from the European Union where a research project is evaluating and reassessing the IALS, incorporating some new survey work and reanalysis. It is being administered by the Office for National Statistics in the UK. Reports are expected in 1999.

One member of the EU technical team writing reports on IALS is Harvey Goldstein, Professor of Statistical Methods at the Institute of Education, University of London. A longtime researcher on school effectiveness, Goldstein has been a strong critic of reductionist models in educational testing, frequently writing comments in the mainstream British press[2]. Among other targets, he has spoken out against publication of school ranking lists and against the most recent UK curriculum reforms (1996) that begin testing children at young ages measuring them against "Key Stage" achievements.

On July 1, 1998, Goldstein delivered a Professorial Lecture at the Institute of Education on alternative models for measuring complex social realities. The University has recently published it as a monograph. In his lecture, Goldstein uses IALS as one example of the reductionist models of measurement that he opposes.

He shares with the exponents of qualitative research the belief that much quantitative measurement is simplistic and reductionist [See *The inadequacy of psychometrics*]. But he wants to demonstrate that quantitative models do not need to oversimplify reality in the ways they often do:

> In the social sciences, and especially in Education, descriptions which have possessed elegant simplicity have often also been wrong. ...I will argue that in order to describe the complex reality that constitutes educational systems we require modeling tools that involve a comparable level of complexity (p.2).

The alternative he offers is a more recent methodology called multilevel analysis.

Goldstein uses IALS as a case study of a psychometric model which reduces a complex phenomenon, in this case literacy, to a set of numerical scores. He describes the way the IALS scores were obtained and compared across countries as an example of "psychometric reductionism that excludes or downweights some components that do not fit its simplistic assumptions." (p.4)

One component that greatly concerns him is the issue of whether translated materials used in a common set of tasks across different cultural, social and educational settings can provide a basis for comparison. Who, he asks, is advantaged and disadvantaged in this process? He considers this the key question in the field of international comparisons. But he is most bothered by the fact that the IALS relegates

Measuring educational outcomes:
The inadequacy of psychometrics

Psychometrics has enjoyed a highly privileged status within education as a mathematically based discipline which seeks to provide a formal structure for making statements about mental abilities and student achievements. To be sure, it has achieved a certain level of technical sophistication, but on closer examination this sophistication resides in the dexterity required to do the computing necessary to obtain decent numerical results from the models used to describe the data. The models themselves..have remained at a surprisingly simple level of description; so much so that they stand little chance of adequately representing the complex reality of the real world. Unlike many parts of the physical world, the social world does not lend itself, in my view, to description in terms of simple formulae.

Goldstein, "Models of reality," p.3

these issues to the "periphery of technical appendices which...few will ever read."(p.4)

Another of Goldstein's concerns is the reliance on an item response model "which makes the really simple assumption that the responses to the tasks are all determined by just one underlying 'factor' or ability or proficiency."(p.4)

In lecture format, Goldstein did not have time to explore in depth the historical reasons for the persistence of these models but did suggest a few [See *BOX below.*].

Multilevel analysis: An alternative model

Goldstein's main claim is that there are alternative quantitative models that will allow for description of complexity. The remainder of his lecture describes multilevel modeling[2] which has been developed over the past fifteen years and used in trying to measure school effectiveness in the UK. In brief, these models allow for the simultaneous introduction of several outcomes in different areas of schooling and sub-analyses of the impact of each factor. The model can be applied to studies outside education as well, such as disease control, health care distribution or fertility patterns, to name a few.

Although he acknowledges that no description can ever be perfect, Goldstein argues that the "use of quantitative methodologies which are rich enough to match the real complexities of the social world may eventually allow us to bridge the gap" between quantitative and qualitative researchers.

Outside the context of this lecture, Professor Goldstein says that, after meeting his current commitment to the EU technical team on IALS, he would be interested in exploring the potential for using multilevel analysis as a way of measuring adult literacy.

Whether qualitative researchers will find multilevel modeling more reassuring than the current statistical models remains to be seen. Still, it is worth knowing that there are some statisticians trying to merge the two worlds. [LS]

Further reading:

[1] See, for example, *The Value of Words: Literacy and Economic Security in Canada*, by Vivian Shalla and Grant Schellenberg, Centre for International Statistics at the Canadian Council on Social Development. Statistics Canada, Human Resources Development Canada, National Literacy Secretariat, May 1998. 67 pp. ISBN 0-660-17523-1. Also available at www.statcan.ca as Catalogue no. 89-552-MIE. Earlier monographs include *Literacy Skills of Canadian Youth* (Willms, 1997) and *Employee Training: An International Perspective* (Kapsalis, 1997).

[2] Professor Goldstein has been a colleague and co-researcher with Peter Mortimore on school effectiveness. His Web site has the texts of relevant newspaper articles he has written: www.ioe.ac.uk/hgoldstn/

[3] Further background on multilevel modeling can be found at: www.ioe.ac.uk/multilevel/ or www.ioe.ac.uk/mlwin/ Statisticians at the Université de Montréal are also involved in research on multilevel modeling. These sites are of interest to school effectiveness research.

Harvey Goldstein, "Models for reality: new approaches to the understanding of educational processes," based on a Professorial Lecture delivered on July 1, 1998. The monograph (ISBN 0 85473 568 2) is available for £3.00 from the Bookstore, Institute of Education, University of London, 20 Bedford Way, London WC1H OAL, UK. Inquire about postage and handling.

Why have simple-minded models of evaluation persisted?

The most obvious feature of the statistical models I have been describing is their apparent technical complexity, despite their simplistic approach to their subject matter. This immediately puts them beyond critical comment for the vast majority of subject matter specialists, in literacy or whatever, who have no means of understanding the technicalities. This sets out fertile ground for the psychometrician to dominate the debate, invoking the high status generally associated with mathematical reasoning. Powerful commercial interests in the shape of the, largely US, testing agencies are also important here since it is very much in their interests to act as providers of sophisticated know-how...
The other point, of course, is that it is really quite difficult to provide mathematical or statistical models which do begin to approach the complexity of the real world, and even when this can be done, the costs of obtaining adequate data to test out these models is very high. This is, however, no excuse for perpetuating inadequate models as if they were realistic descriptions.

Goldstein, "Models of reality," p.5,6.

Canadian print media coverage on adult literacy, 1982-1996

Articles on adult literacy (AL) * in Canadian print media 1982-1996:

Year	Total number on literacy	Total number on AL	Number "OK"	Number negative on AL	Percentage negative on AL
1982	2	2	0	2	100
1983	12	11	1	10	91
1984	12	11	3	8	73
1985	31	30	11	20	66
1986	42	32	11	21	66
1987	144	129	60	69	53
1988	45	41	12	29	71
1989	43	31	11	20	64
1990	65	50	25	25	50
1991	37	24	12	12	50
1992	31	17	11	6	35
1993	86	52	34	18	35
1994	91	27	21	6	22
1995	97	42	34	8	19
1996	77	28	21	7	25

*This chart categorizes articles listed under the subject heading "literacy" in the Canadian Index.

To get a sense of the way literacy has been represented in print media to the general public in Canada, researcher Catherine Hambly analyzed the entries that appeared under the subject heading "literacy" in the Canadian Index for the years 1982-1996. She separated the entries referring to adult literacy from those referring to literacy for children and adolescents and categorized the adult literacy entries into two groups, "negative" and "OK." In the "negative" group, she included entries that used the term "illiteracy" or used a "negative" word or image (such as "battle," "fight," "plague," etc.) in the headline. All other headlines were labeled "OK:" in this group, she included those that she found positive as well as those that might be "somewhat negative," but did not draw on metaphors of war or violence.

Several examples below illustrate the categories. Key word(s) are in bold type.

Hambly explains how she decided on categories and why she focused on headlines:

> The categories serve as a general indicator of the tone of the headline. The rationale for using headlines rather than analyzing the whole text is that many people read the headlines but a smaller number read entire articles. The headline also sets the mood and thus shapes how the article will be read.

	NEGATIVE CATEGORY	"OK" CATEGORY
1	Coalition demands action to **fight illiteracy**	Learning to Read is a big step
2	**Illiterate** Newfoundlanders cracking the books	Second chance at reading, writing skills: Newfoundlanders netting long-forgotten literacy
3	Reading problems **plague** Canada	Reading difficult for 4 out of 10 Canadian adults

Analysis

Hambly used this work as background for her thesis and did not comment directly on her findings, but several patterns are worth noting. First, it must be understood that this list does not include all print articles during those years discussing literacy in Canada, but only those listed under the subject heading "literacy" in the Canadian Index. Still, they do reveal something about media understanding of the word. Between 1982 and 1990 (International Literacy Year), most headlines on "literacy" referred to adults. The surge of interest in 1987 coincides with publication of the Southam Report. Since 1990, the headlines have focused increasingly on children and adolescents. This may reflect a shift in public attention to early intervention in reading instruction in the regular school system. However, in those articles which do deal with adults, the percentage of negative headlines has been declining which may indicate that efforts to change public perception are beginning to take effect. At least some print journalists have changed their view.

Detailed content analysis of the articles themselves would tell us more, and inclusion of representations of literacy in the visual media during those years would yield a broader picture. [LS]

Research: Catherine Hambly, McGill University (M.A. 1998)

Adult literacy and technology: Testing claims

In 1995-96, researcher Diane Millar carried out a 20-week study in Manitoba adult literacy progams comparing the use of integrated learning systems (ILSes) and stand-alone software for adult literacy. Testing common claims about the advantages and disadvantages of each, she examined the five ILSes being used in the province. The study focused on reading instruction as a major component of literacy education and examined four variables. [See 5 systems / 4 variables.]

Despite the acknowledged limitations [see Limitations], this study is an important source of information for any program considerng investment in ILSes or software. It offers a strong literature review, a compilation of information on the five ILSes in the study and a sense of the kinds of questions to be asked in challenging claims and assumptions about computer instruction for literacy.

As with all short-term studies, the most it can do is to point to patterns or trends. With this in mind, the Executive Summary below outlines the findings which should help guide future studies. [LS]

The Use of Educational Software in Adult Literacy Programs:
A Comparison of Integrated Learning Systems and Stand-alone Software

Executive Summary

Final Comparison of ILSes and Stand-alone Software

The points below briefly summarizes the advantages and disadvantages of using computers in adult literacy programs that were validated by this study.

Valid advantages

- Students acquire basic computer skills.
- Computers give students privacy if they want it.
- Computers are prestigious for the programs and they attract more students.
- Computers provide fast feed back for each student.

Valid disadvantages

- The software packages may not be appropriate for adult students, in that they may be based on an instructional approach that is incompatible with both a learner-centered program and an understanding of reading as a meaning or schema based process.
- It may be difficult to integrate the software packages into the program's curriculum effectively. The easiest packages to integrate are more generic packages, such as word processing packages, whereas packages with prescriptive curriculums are more problematic.

The Similarities and Differences between using ILSes and Stand-alone Software

ILSes are not any more effective than stand-alone CAI software packages in terms of the reading gains made by students, the students' attitudes towards computers, students' self esteem, or the computer skills learned by students. ILSes do provide student records so that students and teachers can see their progress. ILS vendors provide training in using their packages, whereas at this time there is no training available for teachers wishing to use stand-alone CAI or word processing software packages. ILSes are much more expensive than stand-alone packages, ranging anywhere from $8,000 to $100,000, whereas stand-alone packages range from $25 to $300.

Source: Millar, 1996.

Diane Millar, *The Use of Educational Software in Adult Literacy Programs: A Comparison of Integrated Learning Systems and Stand-alone Software.* (National Literacy Secretariat: Ottawa, Ontario) July 1996. NLS. Tel.:(819) 953-5280; Fax: (819) 953-8076; E-mail: nls@fox.nstn.ca; Web site: www.nald.ca/nls.htm

Related reading of interest

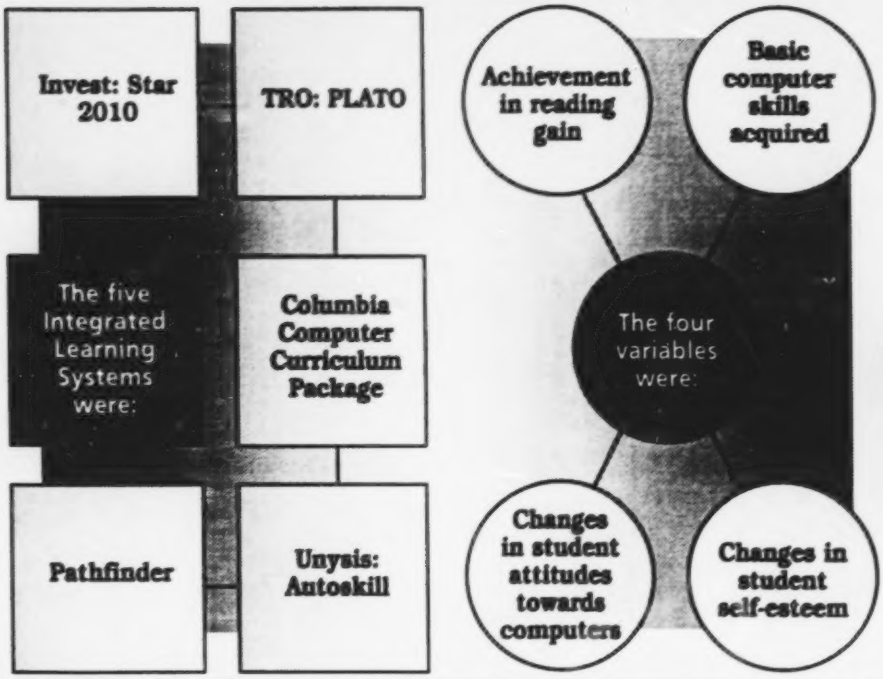
Integrated Learning Systems: Report of the Pilot Evaluation of ILS in the UK. January 1994 to July 1994. National Council for Educational Technology (NCET: Coventry UK) 1994.

Integrated Learning Systems: Report on Phase II of the Pilot Evaluation of ILS in the UK. (NCET: Coventry UK) 1995.

Limitations of study

In the full report, Millar is very clear about the limitations (p.43) and generalizability of the study. She acknowledges that the study was conducted starting from a particular theoretical position and that a different theoretical base might have yielded a different interpretation of findings. Although this is true of all studies, it is not always explicitly stated and readers unfamiliar with research methods do not automatically understand this. Further limitations were the lack of random sampling, the limited number of subjects and the attrition rate of students. It was also impossible to control for the total instruction time over the 20 weeks or for time on computers.

FIVE SYSTEMS/FOUR VARIABLES


Invest: Star 2010
TRO: PLATO
The five Integrated Learning Systems were:
Columbia Computer Curriculum Package
Pathfinder
Unysis: Autoskill
Achievement in reading gain
Basic computer skills acquired
The four variables were:
Changes in student attitudes towards computers
Changes in student self-esteem

VOICE SOFTWARE: A Comparison of Current Products

Learners Advisory Network, Literacy Technologies Series Number 1, Movement for Canadian Literacy, June 1998 Draft.

The Learners Advisory Network which represents learners from across Canada at the Movement for Canadian Literacy (MCL), has begun to gather information about technology that is helpful to adult literacy students. They will produce periodical Fact Sheets in their newsletter, Learners in ACTION, and will post them on the MCL web site.

The first Fact Sheet compiles current information on voice software including "Text to Speech," "Speech to Text," and Computer Screen Readers. They list products and prices from nine producers with Internet addresses and indication of whether a demo is available online. They also have a selected list of organizations and centres engaged in research. All the information has been taken from producers' web sites.

A needed next step is systematic reviews of the software by panels of learners using criteria they have helped to develop to test the claims of the producers.

Movement for Canadian Literacy web site: www.literacy.ca

N.B. NCET has recently merged with other agencies in the UK to become BECTa (British Educational Communication Technology Agency). Their Web site: www.inclusive.co.uk/support/ncet.htm

Copies of all documents can be borrowed from The Centre.

NEXT ISSUE:
Two views of the UNITE Learning Experience Centre.

A UNION USES TECHNOLOGY FOR LEARNING

One Manitoba program that uses technology to meet student needs is the Learning Experience Centre in Local 459 of UNITE (Union of Needletrades, Industrial and Textile Employees). Before establishing the Centre, the organizers made use of Diane Millar's ILS review. They ended up creating a strong program for UNITE members and their families which they believe links essential communication skills as used in the workplace, home and community. At the Summer Institute of The Centre for Literacy, UNITE educator Greg Maruca challenged participants to question both definitions of literacy that stereotype individuals and rigid program designs that present barriers for learners.

Community Learning Networks

Recognizing the diverse and innovative ways in which many Canadian communities are making learning opportunities available to their members outside traditional structures and institutions, the Office of Learning Technologies (OLT), Human Resources Development Canada organized the first Pan-Canadian Forum on Community Learning Networks from March 27-29, 1998.

Although the concept of community learning networks (CLNs) has not been formally established, the OLT saw an emerging pattern across the country, commissioned a discussion paper and guide earlier this year and then invited representatives from a number of different networks to meet and share their experiences.

The Discussion Guide acknowledged that "community learning networks (CLNs) are not yet well established in all parts of Canada...[and that t]here is no one model..." But it also suggested that CLNs "can best be described as emerging, hybrid, complex,

Community learning networks:
Conceptual foundation

The limited literature available on CLNs is scattered across a variety of sources, conceptually inconsistent, and lacks a common definition, model, goal or purpose. There is an underpinning of community development, but the inclusion of and focus on lifelong learning, public and private partnerships, institutional collaboration, and telecommunications infrastructures appear to be creating a new concept. There are many configurations and types of organizations, each as different as the communities they serve. And, there are somewhat different goals for these various organizations - from broad community development goals to the improvement of access to learning opportunities.

A working definition of community learning networks: CLNs are community-controlled structures and systems aimed at furthering community development and enhancing the lives of their constituencies by supporting and encouraging lifelong learning.

To be relevant, community learning networks must operate within the confines of a geographically circumscribed community, defined also as a community of interest.

Technologies, including telecommunications technology, may or may not play a central role in community learning networks. When they do, they support and enable either the networking or the learning function, or both.

On the basis of this working definition, the authors developed a framework to account for the three main dimensions — community, network and learning - and one emerging dimension — technologies:

Community: geographical communities and communities of interest must be considered

Network: either physical or virtual, determined by the use of technologies

Learning: a combination of formal, informal, and non-formal Technologies: level of intensity, nature, and focus - network-specific or learning-specific - need to be taken into consideration

As the authors note, not all "community learning networks" that they have identified in their report meet the criteria of this definition.

Defining CLNs is problematic: what is it that all, or perhaps most, of these organizations share? What are the common elements of these organizations that create the appearance of being a community learning network? Are there common goals? In what sense does "community" or "learning" operate as a unifier? In what sense are these organizations "networks?" The issue here is not superficial and not semantic; it's very much related to why organizations that appear to have something in common might want to work together to further their own ends. A common shared purpose can do much to drive collaboration. A conceptual framework that is accepted across Canada can be the basis for broader recognition and support.

Source: *Models of Community: Learning Networks in Canada* (Discussion Guide, pp. 8 -9)

Contact North

Office of learning technologies

and well poised to contribute to realizing a society based on knowledge." [See Conceptual foundation]

Over two days participants tried to tease out common ground, respond to the issues raised and add their own perspectives. Assuming that more communities are going to want to take control of local learning needs as new technologies spread, the group developed the framework for a kit that could help guide the process of setting up CLNs.

One concern about the research paper is that due to time and cost constraints, it was developed entirely from source materials provided by the networks themselves and did not involve visits or external assessments. However, many of the presentations at the Forum were powerful. One of the most dynamic was the Port au Port Education Initiative in Newfoundland (See p.14).

Underpinning the Forum exchange was a keen sense of those who do not or cannot participate in either traditional or new learning opportunities. It was obvious, although not explicitly stated, that literacy was central to many of these endeavours, and that media and new technologies were changing the nature of local literacies.

Can project grants take us into the future?
This Forum confirmed the hypothesis that learning networks are a varied and as yet undefined phenomenon. Still, some patterns were evident. A few networks are older, more established and have either built strong community support or evolved an infrastructure that makes survival possible. More networks were relatively new and supported entirely by grants.

The Guide raised questions around six issues:

- Coordination
- Access
- Collaboration and Partnerships
- Roles
- Sustainability
- Accountability

Short term granting policies have generated financial and human waste. When programs die, the learning and expertise are often lost; yet many of these programs are resurrected as "pilot or innovative projects" in other jurisdictions and funded all over again.

In Canada, partly to respect or circumvent jurisdictional mandates, partly for immediate political impact and partly to avoid commitment, governments give out hundreds of millions of dollars in short-term project grants or seed grants. This has created organizations without stability, has consumed the energies of competent people who must keep reapplying for grants which may disappear overnight with a change of government policy as happened with women's programs in recent years.

If a means to sustain successful seed projects is not built into the original plan, most of these also die. Short term granting policies have generated financial and human waste. When programs die, the learning and expertise are often lost; yet many of these programs are resurrected as "pilot or innovative projects"in other jurisdictions and funded all over again. In addition, there is no quality assurance. The excellence or achievement of a project is incidental.

Lucille Pacey, Vice-President of the Open Learning Agency in BC, highlighted the issue of sustainability in her closing summary of the Forum. Project grants was one of her concerns. Can a learning society, she asked, operate with short-term thinking and funding?

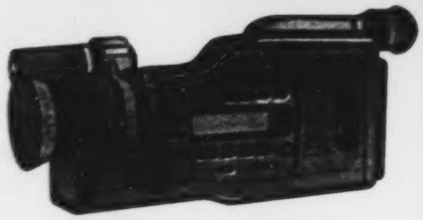
This question is not restricted to community learning networks. Many of the most thoughtful initiatives in our schools are run this way, and no one needs to be reminded that short-term project grants are the foundation for many, if not most, literacy organizations created in Canada over the past decade. Some new flexible models are needed. [LS]

Models of Community: Learning Networks in Canada was prepared by Doug Knight, Ph.D., Contact North/Contact Nord Research, Associate for the Office of Learning Technologies. December 1997. Human Resources Development Canada: Hull.
An electronic discussion of CLNs took place in late June. See the OLT web site:
http://olt-bta.hrdc-drhc.gc.ca

Community video:

A route to democratic literacy

The Newfoundland experience



by Fred Campbell, Port au Port Community Education Initiative

[The Port au Port Initiative was one of the community learning networks highlighted at the March Forum, p. 12. Newfoundland is often used as a case study on literacy. Their development of community-based media raises some provocative questions about the notions of what counts as literacy. LS]

The process of bridging community learning and communications technology has been happening in Newfoundland and Labrador for about 30 years and is perhaps unique to the culture of this province.

Specifically, we are talking about adult, non-formal, community-based learning. The common ground between learning within a community education context and the methodology of participatory communications is respect for local knowledge and local ways of doing things. Learners and facilitators are peers in a long process of self development and social awareness. The process mobilizes individuals to analyze and plan for their own future and the future of their communities.

In order to plug participatory communications into community education, however, it is essential to humanize and demystify the technology. The technology described here is video used in an interactive, participant-controlled local television environment.

Participatory communications in Newfoundland: A 30-year history

In 1967, the Memorial University Extension Service (MUN) and the NFB collaborated on a film project designed to convey the collective voice, in analysis and dialogue, of the people of Fogo Island.

In an early attempt to humanize communications technology, they established principles such as the need for a sensitive film crew. Later during the Port au Choix project, they introduced the "approval screening" where participants in the films were given the opportunity to judge if the film actually represented what they wanted to say.

Today, the "Fogo Process" is known globally in adult education and participatory communications circles. [1]

In 1979, the Extension Service and its media unit began to experiment with a television transmitter in rural communities. These experiments evolved into phone-in community forums on local issues and needs. Typically the projects began with discussions between field workers and community representatives, which resulted in the media unit bringing in a producer and technicians to pre-tape programming and produce live television in a community hall. Local people appeared on-camera, operated cameras and provided cultural input. This process provided delivery of information to the community and an opportunity for residents to engage in dialogue and plan the future.

Between 1983 and 1989, there were eleven transmitter projects focusing on public discussion of issues facing rural communities. But by the end of the 80s, there was a shift of focus from media technology to popular education — the people took control of the technology.

There were several reasons for this. Financially, the media unit had been eliminated and Extension could no longer afford professional technicians. Technologically, the proliferation of local cable systems meant the technology was already in the community ready to be tapped. Philosophically, there was a move to a popular education methodology.

By 1989, Extension workers had perceived that one danger of using video in a community is that the technology is often controlled by outsiders. With popular education methodology, it is essential that people do their own media. This not only ensures ownership of the process, but in itself develops

Local comments on the 1993 Port au Port Community Forums

A week after the Forum, local residents commented.

- Cecilia Bennett, Piccadilly, said she realized what it is to be a Newfoundlander. "It made me feel as if I had been away from Port au Port for a long time and I just came back."
- Annette Ryan, Port au Port, said it was important that not someone "from the city" but "our own people" were expressing themselves. "We realized we have similar problems."
- Mark Felix liked the involvement of young people. "Such a resource for the future."
- Michelle Jesso appreciated "the fact that it was an opportunity for the community to actually have a voice."

self-confidence, self-reliance and pride. Using the tools of technology, the community takes control of its own learning process. Then, from a position of self-confidence and control, the community can work with external agencies and facilitators to design programs which meet its needs and aspirations.

The experience of the local-television community-dialogue process, facilitated collaboratively by volunteers and extension workers in the early 1990s, exemplifies the principles and assumptions of community learning currently being realized by the Port au Port Community Education Initiative.

The Port au Port Community Education Initiative

Since 1991, the Port au Port Community Education Initiative Inc. has involved 27 agencies working to connect community needs and educational programs, although its mandate is much broader than the process described here. The Initiative recognizes that traditional definitions of learning do not hold true in community education.

In 1993, the first community television forums were organized in five communities on the Port au Port Peninsula. The purpose was to inform the residents about the work of the Education Initiative but, more importantly, to involve them in the planning process [See Local comments on...].

In 1995, the Initiative co-sponsored another grassroots process called the Communiquer Pour Survivre/Communication for Survival Initiative. This process is based on the premise that constructive dialogue and communication are the key to the ability to plan together for a better future. Designed as a collaboration between sponsors, community partners, participants and initiators, it promotes the sharing of experiences and plans within and between communities. One of its tools is small format video and community controlled television.

Grassroots communication tools and activities

Tools: Newsletter; community radio; black and white photography; posters; brochures; video letters; problem-oriented skits; and community television.

Activities: Live phone-in public meetings on community cable television systems; students videotaping interviews, "streeters" and cultural events; community round tables; workshops on group development; students producing video dramas to send to other communities; forming black and white photography groups; producing posters and brochures to publicize local events and festivals; transforming a corporate newsletter into a community newsletter; assisting a colleague to produce a regional newspaper; regional steering committee meetings of volunteers to discuss common issues and strategies.

Working from grassroots

However, communities use a wide variety of grassroots communication tools [See BOX above]. Training — combining formal programs with hands-on activities — involves much more than acquiring new technical skill in video and television production. It also highlights communication skills required by individuals and groups committed to their communities; ways of working in teams to plan common goals, and strategies for getting community involvement in survival projects.

There are no professionals in grassroots participatory communications; ordinary people plan the programming and operate the equipment. Resource people work mostly with youth and women in the communities — participants are students, itinerant farm workers, housewives, teachers, fishermen, unemployed fish plant workers, union officers, small business operators.

Trying to ensure that as many people as possible participate in the community communication process is a priority. "All the voices" is an essential component of grassroots communication. But it's not easy. Ordinary people are not used to being asked to speak publicly on issues and, when they do, nobody listens.

We are all conditioned by our life-long experience as passive recipients of information from media and educational institutions. Therefore it requires a major effort to understand why it is futile to expect communication or education to effect a positive change unless the people themselves perceive the process as meeting community needs and being "from here."

The practice of respect for local ways of doing things – the common ground between community education and participatory communications technology – is essential for all educators and communicators who want to participate in development processes which meet the needs of our rural communities. The community can and must take ownership of its own communication process.

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[1] The "Fogo Process" became known thanks in great part to the work of the Don Snowdon Centre at Memorial University. In 1995, the University closed the Centre. It has been resurrected in Ontario by the University of Guelph.

In 1996, Fred Campbell gave a presentation in Sao Paolo at a Workers School where Paulo Freire was executive director. Fred works with ryakuga, a grassroots, not-for-profit communications organization based in Stephenville, NF. Further information, examples of and a guide to community productions can be found at their web site: www.web.net/~ryakuga

IN THE CLASSROOM

Technology for learning: Content precedes technique

by Dirk Schouten and
Rob Watling

[This is an excerpt from ***Media Action Projects, A Model for Integrating Video in Project-based Education, Training and Community Development****, by Dirk Schouten and Rob Watling, of The Urban Programme Research Group at the School of Education, University of Nottingham, UK. [See Review, p. 19]. It is a handbook for educators, trainers and community developers about creating media projects that lead to social action. The authors stress that educators do not need great technical expertise, and that the key to successful projects is knowing your content before making decisions about technique. Their advice is transferrable to many learning situations involving specific technologies.* LS]

On technique

It is too easy, as we have seen, to start your project with technique. After all, you only know a little bit about it and you are sure you are going to need it, so it is obvious that you should start by looking at the equipment. Before you know where you are, you have started making some trial recordings, tried out the microphone ("Testing, one, two, three") and practised a few zooms and pans with the camera. Playing around with techniques can consume quite a lot of time, time that might more usefully be spent on content.

Our advice is to start with content, and to keep technique off the agenda for as long as possible. Start instead with talking, with discussion. The only aid necessary is a blackboard (not pencil and paper) because it is accessible to everyone. It is common property. Everyone may write on it, everyone can read from it.

The model continually makes room for deliberations in the early stages. Again and again it has been shown that talking about content and discussing the way the subject should develop make it much easier in the later stages to select and use the most appropriate techniques for the job in hand. In Holland there are seldom complaints from adults or children about the cumbersome equipment (Camera of 2kg, U-Matic recorder of 10kg, cables, headphones and microphone). Groups only start to use the equipment when they know what they want to make with it, when the progress of the project calls for it, and when they are ready to use the equipment on their terms, not on its own.

Using video

This actually make explanations about the equipment a much simpler task, and is much better than learning the technique and then adapting the content to the technical possibilities of the equipment. In this model, technical questions do arise, but always out of a specific context:

> A group wanted to make a recording in a very small house, but the camera could not see enough of the room. Then (and only then) the group discussed the possibilities of a wide-angle lens. They searched one out and made the recording they wanted.

Finally, it is worth saying that groups are seldom advised to use a tripod. Experience has shown that they are likely to set it up in one place, stick the camera on it and never move it until the end of the recording. Everything would be recorded from one viewpoint and the group would be unlikely to move it around and use it as a good research tool. In the model it is important for the group to be able to get close (physically and culturally) to the people they are working with. It's important too, for the camera operator not to feel isolated or to become intimidating, but to be a participant in the discussions. Hence the need for flexible approaches to the use of the camera.

A tutoring service checklist

by Edward E. Gordon, Imperial Educational Corporation, Chicago

[The checklist below has been reprinted with permission from ***Educators' Consumer Guide to Private Tutoring Services*** *which was published in 1989. While the original was intended to be a guide for parents to the growing number of private tutoring services, many of the items provide a useful touchstone for consumers of volunteer services as well. They can also apply to adult clients. The quality of service being offered by volunteer tutors is a topic of discussion in both the school and adult literacy sectors. As volunteers are recruited to fill the gaps left by funding cuts and to substitute where professional services are unavailable, it is increasingly important to hold organizations accountable for the quality of services offered. Free or low-cost should not mean inferior. LACMF has inserted a few items or notes indicated with []. Make the adaptations you think appropriate for your own milieu.* LS]

I. Basic Information

- How long has the tutoring service been in operation?
- How many students have been served?
- Who owns or operates the service?
- Is the service part of a large corporation?

II. References

- Is the service known to local public or private school educators?
- What do other parents [people] who have used the service have to say?
- What does the Better Business Bureau know about the service's business practices?
- What does the Chamber of Commerce know about the business operation?

III. Licensing/Credentials

- Is the service licensed by the state/province or accredited by an accrediting agency ?
- What are the educational qualifications of the director/administrator of the service?
- What percentage of the service's staff are certified as teachers?
- Are the tutors certified to teach in the subject areas in which they are tutoring?
- [What types of training have volunteer tutors been given?]
- Is the tutoring staff supervised on a regular basis?

IV. Program Content and Goals

- Do the promotional brochures, catalogues, and other literature describe clearly the program and policies of the tutoring service?
- Is an attempt made to collect a complete learning profile of the student during the intake procedures?
- Does the service provide an individual diagnosis of the student's learning needs?
- Is the instructional model primarily one-to-one, small group, computer programs, or a number of these?
- Does the service provide a variety of learning resourcees and testing instruments that are appropriate for a student's educational needs?
- Does the service offer flexible scheduling that is convenient for students and their parents?

V. Contracts and Guarantees

[In a volunteer setting, the concept of a contract will differ. But the services and testing prodedures should be clearly stated.}

- If the tutoring service uses a contract, are the terms spelled out in language that is easily understood by the average parent [or adult learner]?
- If the contract contains a guarantee clause, does it explain what kinds of tests or other evaluation instruments will be used to measure student progress and thus meet the terms of the guarantee?
- If pre- and posttest scores on standardized tests are used to determine whether the guarantee has been met, will parents [or adult learners] be allowed to compare these test results with those given at school and with the student's overall academic progress in school?

VI. Fees

[In a volunteer setting, this section would not apply]

- Are the fees charged by a tutoring service spelled out in detail at the time when a parent makes a decision to use the service? For example, is the cost per course or the cost per hour specified?

- Is the parent [adult learner made aware of the total cost of a typical tutoring program might be before signing a contract?
- If the student needs additional assistance, is there provision for extending the tutoring at a reasonable fee?
- If additional fees, not included in the basic tutoring package, are charged for materials or special testing, are parents [adult learners] alerted to this when they sign the contract?
- What options are there for paying fees? Must they be paid up front as a single payment, or is payment by installments allowed? Will credit cards be accepted?

VII. Reporting Student Progress

- Does the tutoring service have a plan for reporting student progress in a timely manner both during and after completing the program?
- Does the plan include reporting to both parents [adult learner] and the student's teacher(s)?
- What is included in the report and how is it interpreted to parents [adult learner] and the school?
- Is the tutoring program coordinated with the student's academic work at school? For example, is the tutor willing to attend a staff conference at school to review the report?
- Is the tutor prepared to make referrals to other professionals if the student needs psychological counseling or other forms of assistance?

- How long after a student completes the tutoring program can the parent [adult learner] and school expect to receive a written report?
- Does the tutoring service have a system for storing a student's records for future reference?

VIII. Handling Questions and Complaints

- If a student's parents [adult learner] or teachers call the tutoring service with a question or complaint, do they have easy access to the tutor or administrator of the service?
- Does the service have a refund policy in case a parent [adult learner] decides to cancel the tutoring program?

IX. Providing A Safe Environment

- If a student's tutoring sessions are held at a centre, does the site comply with local/state safety regulations for operating a public facility?
- Is the centre clean and attractively decorated?
- Are restrooms available? Are they kept clean and stocked with the necessary supplies?
- What procedures does the tutoring service have for screening its staff in order to lessen the possibility of child [or other forms of] abuse?

The items of this checklist can serve as a guide when counseling parents who are considering using a tutor or tutoring service for their children.

[*The number of parents seeking tutors for children with learning disabilities has grown enormously over the past decade. Many of the items in the list are also useful for adult learners who are making agreements with paid or volunteer tutoring services.*]

Educators' Consumer Guide to Private Tutoring Services, by Edward Gordon. Phi Delta Kappa Educational Foundation: Bloomington, Indiana, 1989. Library of Congress Catalog Card Number 88-64032. ISBN 0-87367-285-2

Tutoring: Its history and current models

April 19, 1999
7:30 - 9:30 p.m.

Edward Gordon will lead a discussion at The Centre on tutoring, its history and contemporary models, both paid and volunteer. Dr. Gordon has written a history of tutoring as well as the Consumer Guide above. He has worked as a volunteer and owns a large private tutoring company in Chicago. He has also written and spoken extensively on workforce education and basic skills.

Media for action: Applying critical pedagogy

Media Action Projects. A Model for Integrating Video in Project-based Education, Training and Community Development, by Dirk Schouten and Rob Watling. The Urban Programme Research Group, School of Education, University of Nottingham, UK, 1997. 92 pp. ISBN: 0-85359-209-8.

reviewed by David Dillon, McGill University

Media Action Projects:
Dirk Schouten and Rob Watling
Foreword by Len Masterman
A Model for Integrating Video in Project-based Education, Training and Community Development

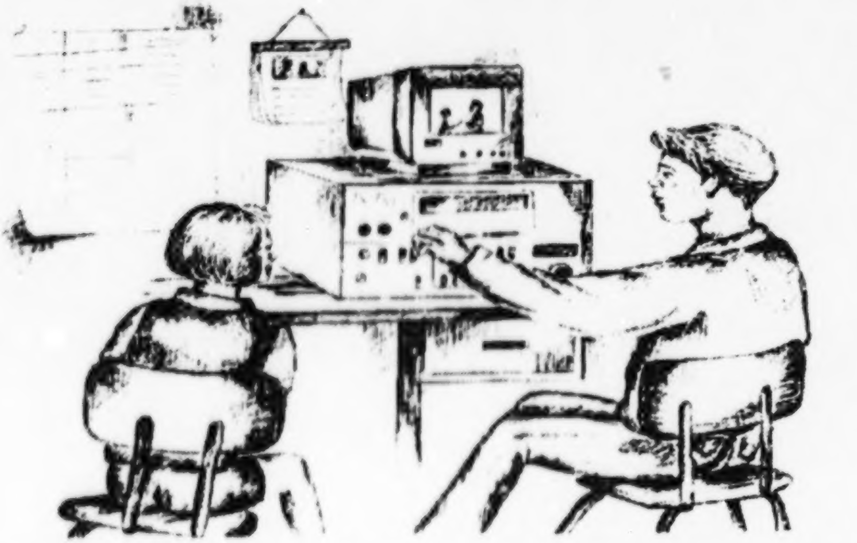
A recurring question over the last several decades has been how to operationalize or transplant critical pedagogy in the developed world, particularly in more formal educational settings. This text contributes greatly to the answer.

At first glance, this book is an excellent handbook and practical guide for educators who want to use video in what the authors call project-based education, training, and community development across a range of age groups and educational settings. A closer look, however, reveals it as a powerful explanation and advocate for critical pedagogy; it offers clear and accessible explanations and descriptions of working with groups, and of facilitating rather than instructing as a teacher. Such an accomplishment is especially commendable in light of the glut of professional materials discussing critical pedagogy in vague, theoretical and jargon-laden prose that has alienated interested readers more often than enabling them.

The heart of this handbook is a 12-step pedagogical model for implementing project-based or action research approaches to teaching. The steps are clearly and concisely explained, and richly illustrated with descriptions of work engaged in by the two authors with a range of learners from children to adults, in a range of settings from schools to community-based projects. The extensive experience and thoughtful reflection of the authors as practitioners in both England and Holland are revealed in some of the best practical advice I have read on working with groups in an approach such as this. They include topics such as fostering group consensus, helping groups problematize topics, and organizing time and resources; They also offer detailed practical advice on working with audiovisual equipment, moving from initial learning to group preparation and presentation of final products. [See **In the Classroom**, p. 16]

At the heart of this model is an essential pedagogy of (1) starting with a topic of interest to learners; (2) finding a problem in the topic of conflicting issues between people and hypothesizing what that problem is; (3) finding out more about the problem through direct research and analysis; (4) deciding on action that could be taken by certain people to improve the problem; and (5) targeting that group's awareness and perception of the problem through the creation and presentation of a media production.

One detailed example recounts the experience of a class of 11-13 year-olds in a Dutch school who started with the topic of a nearby airport, problematized it around the recent proposal to expand the airport, researched the different perspectives and facts around the issue (primarily those in favour of expansion for economic reasons and those opposed to it on the basis of environmental and social disruption reasons). They produced and showed their final video to an audience of parents,



neighbourhood residents, and airport officials. The showing provoked dialogue, awareness and changed opinion. As the authors stress, the project is not a simulation or an exercise. It is not playing. It is a real piece of communication dealing with real issues and problems. (13)

Media Action Projects has an attractive, clean, and easy-to-follow lay-out and a text written in a concise, clear, and accessible fashion. It is truly a model for the construction of handbooks.

If the text has any shortcoming, it is that it is almost too procedurally oriented. That is, it emphasizes the steps of the model and how to use video equipment with groups, but says little explicitly about the purpose and theoretical underpinnings of this approach to teaching. What the pedagogy is really about and why the steps are in the order they are become clear only toward the end as the reader begins to see the whole picture. The experience for a reader is very much like following a new recipe and not being sure what the outcome will be until one has almost completed it. Yet, this takes away very little from the strengths of the book.

I was struck by its inclusiveness and its potential ripple-out effect on educators beyond those already comfortably using video. Yes, experienced media educators should benefit from the wealth of experience and careful reflection. However, even newcomers should feel not only inspired, but enabled to start working with video equipment. (An important feature of the text is a self-instructional chapter for readers who have not worked with video equipment before.) Beyond the realm of video, this text would allow many educators—in schools, workplace, or community—to begin using or refining their use of project-based, critical pedagogy through the more traditional media of reading and writing or through other more recent technologies of audio recording, photography or Internet.

All in all, *Media Action Projects* is an exceptional and usable publication that should be of interest and value to both media educators and to educators interested in applied critical pedagogy.

David Dillon is a professor in the Faculty of Education, McGill University, Montreal, and a past editor of *Language Arts*. He is president of the board at The Centre for Literacy.

Media Action Projects can be ordered for £10 from:
Rob Watling, The Urban Programme Research Group,
School of Education,
University of Nottingham,
Nottingham NG7 2RD.
Tel.: 0115 9514543;
E-mail:
Rob.Watling@nottingham.ac.uk
Inquire about overseas postage and handling.

NEXT ISSUE: Review of *A Community-Based Approach to Litercay Programs: Taking Learners' Lives into Account* (1996), edited by Peggy Sissel.

106

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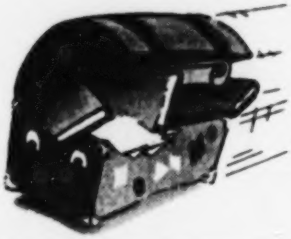
Health and Literacy

The Centre launched its Travelling Trunk on Health and Literacy on September 8. It has been designed to circulate among hospitals, community clinics and health-related programs in colleges and universities. Below is a selection from the 128 items included in the Trunk.



The Centre for Literacy has recently added a number of resources to the vertical file section of our literacy and teaching collection.

- Adult Literacy and Basic Skill Unit, *Making It Happen: Improving Bsic Skills Within the Health Service*, London UK, 1994.

- Ambrosio, Eileen, et al., *The Street Health Report: A Study of the Health Status and Barriers to Health Care of Homeless Women and Men in the City of Toronto*, Toronto, ON: Street Health, 1992.

- AMC Cancer Research Center, *Beyond the Brochure: Alternative Approaches to Effective Health Communication*, Denver, CO, 1994.

- Brandes, Wendy L., ed., *Literacy, Health, and the Law: An Exploration of the Law and the Plight of Marginal Readers Within the Health Care System*, Philadelphia, PA, 1996

- Breen, Mary, *Women's Health* Syracuse, NY: New Readers Press, 1997.

- Cusson, Shirley, *I've Been There*, Boston, MA: HEAL/World Education, n.d.

- *Face to face: A video guide on clear communication for health professionals* (order form), CPHA Resource Centre.
- *Literacy and Health Information Kits and School Package Kit*, Ottawa, ON: Canadian Public Health Association

- Rosenblum, Laurie B. *Breast and Cervical Cancer Resource Kit: Annotated Bibliography*, Boston,MA: World Education, 1995.

- Sandy Hill Health Centre, Plain Facts series, Ottawa ON

Health, communication and literacy: An annotated bibliography

Studies show that levels of education and health can be correlated and that communication between clients and health care providers — in both oral and written forms — can make a difference in the quality of care and in the reduction of errors in follow-up and preventive health care.

There is a growing body of research supporting these claims. This Bibliography, an updated version of the 1995 bibliography, contains 23 additional annotations on selected articles written after 1995 on the subject of literacy and health published in professional health journals.

The bibliography has been produced with support from Canada Post and from funds raised at Quebec Golf Day for Literacy 1998.

Samples of the annotated entries in the bibliography:

Keywords

PATIENT LITERACY: DIABETES, HYPERTENSION

Authors: Williams, M. V., Baker, D. W., Parker, R. M., & Nurss, J. R. (1998, January)

Title: Relationship of functional health literacy to patients' knowledge of their chronic disease.

Source: Archives of Internal Medicine, 158, pp. 166-172.

Annotation

A group of researchers, focusing on patients with diabetes and hypertension, have determined that patients with inadequate literacy skills are unable to effectively control the physical manifestations of their illness even after receiving educational material and/or classes.

Keywords

ASSESSMENT : PLAIN LANGUAGE MATERIALS

Authors: Glazer, H. R., Kirk, L. M., & Bosler, F. E. (1996) .

Title: Patient education pamphlets about prevention, detection, and treatment of breast cancer for low-literacy women.

Source: Patient Education and Counseling, 27, pp. 185-189.

Annotation

Researchers looked at nineteen information pamphlets on presentation, detection, and treatment of breast cancer. The pamphlets were determined to be written at a 9th-grade level, whereas, the women tested possessed, on average, a 6th-grade reading level indicating a need for better assessment of future written material.

CONFERENCES

Media Education Conferences Quicklist

CIFEJ
Centre International du Film pour l'Enfance et la Jeunesse • International Centre of Films for Children and Young People General Assembly
October 15 - 19, 1998
Oslo, Norway
Information: CIFEJ, 200- 3774 St-Denis, Montréal, QC, Canada, H2W 2M1, Tel.: (514) 284-9388; Fax: (514) 284-0168; E-mail: cifej@odyssee.net; Web site: www.odyssee.net/~cifej

Third Annual Conference of the New Mexico Media Literacy Project
Culture, Media and Education: Vital Solutions
October 21 - 24, 1998
Albuquerque, NM
Information: Tel.:(505) 828-3264 or E-mail: jaecks@aa.edu

Chronological Conference Listing

Local

PACT-QAPT Annual Teachers Convention
"New Realities: New Challenges"
November 12 - 13, 1998
Montreal, QC
Information:
Rod Elkin at QPAT
(514) 694-9777 or 800-361-9870
or Donal Irving at PACT
(514) 252-7946

Learning Disabilities Association of Quebec (LDAQ) 24th Annual International Conference on Learning Disabilities
Montreal, QC
March 25 - 27, 1999
Information: LDAQ,
Tel.: (514) 847-1324;
Fax: (514) 281-5187

National/International

International Conference on the Social Impact of Information Technologies featuring John Naisbitt and Don Tapscott
October 11 - 14, 1998
University of Missouri
St. Louis, MO
Information: www.umsl.edu/~conted/intlconf.htm

Fourth National Literacy Conference"Between Standards and Diversity" Manitoba Association of Teachers of English & Canadian Council of Teachers of English Language Arts
October 23, 1998
Winnipeg, MB
Information: Debra Radi, Oak Park High School, 820 Charleswood Road, Winnipeg, MB, R3R 1K6, Tel.: (204) 895-721; Fax: (204) 895-8889; E-mail: dradi@MBNET.gov.MB.CA

International Society for Technology in Education Tel-Ed 98 (ISTE)
October 29 - 31, 1998
New Orleans LA & Victoria BC
Information: www.iste.org or E-mail: teledreg@oregon.uoregon.edu

The First Global REFLECT Conference
November 3 - 7, 1998
Bhubaneswar, Orissa, India preceded by organized field visits in Bangladesh, Nepal or India from October 25 - 31
Information: in UK: Bimal Phnuyal/David Archer, International Education Unit, ActionAid, Hamlyn House, MacDonald, Archway, London N19 5PG, UK. In India: Ms. Vasumati, REFLECT Global Conference, ActionAid India, 3 Rest House Road, Bangalore 560 025, India, Tel.: 00 91 80 5596682 or 5586583; Fax: 00 91 80 5586284; E-mail: reflect@actionaidindia.org

20th International Conference of the Council for Learning Disabilities
November 5 - 7, 1998
Albuquerque, NM
Information: Council for Learning Disabilities, PO Box 40303, Overland Park, KS, USA 66204, Tel.: (913) 492-8755.

Society for Literature and Science
Thinking the Brain and Beyond
November 5 - 8, 1998
University of Florida, Gainesvile
Information: Jim Paxson, Department of English, University of Florida, Gainesville, FL, USA 32611-7310; e-mail: paxson@ufl.edu OR iacobus@nervm.nerdc.ufl.edu

49th Annual International Dyslexia Association Conference
(formerly The Orton Dyslexia Society)
November 11 - 14, 1998
San Francisco, CA
Information: IDA, 8600 LaSalle Rd., Chester Bldg.,# 382, Baltimore, MD USA 21286-2044, Tel.: (800-ABCD123 or (410) 296-0232; E-mail: info@interdys.org Web site: www.interdys.org

47th Annual American Association for Adult and Continuing Education (AAACE)
November 18 - 22, 1998
Phoenix AZ
Information:
Tel.: (202) 429-5131;
Fax: (202) 223-4579

National Council of Teachers of English (NCTE)
November 19 - 22, 1998
Nashville, TN
Information: NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096,
Tel: (217) 328-3870, ext. 203;
Fax: (217) 328-0977

Modern Language Association (MLA)
December 27 - 30, 1998
San Francisco, CA
Information: MLA, 10 Astor Place, New York, NY 1003-6981

Technology, Reading and Learning Difficulties 17th Annual International Conference
January 28 - 30, 1999
San Franscisco, CA
Information: Diane Frost,(510) 594-1249; Fax: (510) 594-1838.

Ontario Council of Teachers of English
February 19, 1999
Toronto, ON
Information: Alex Bostock,
Tel.: (416) 393-5501;
Fax: (416) 393-5631

Conference on College Composition and Communication (4Cs)
March 24 - 27, 1999
Atlanta, GA
Information: NCTE, 1111 W. Kenyon Road, Urbana, IL 61801-1096,
Tel: (217) 328-3870, ext. 203;
Fax: (217) 328-0977

44th Annual Convention International Reading Association
May 2 - 7, 1999
San Diego, CA
Information: IRA, 800 Barksdale Rd., PO Box 8139, Newark, DE 19714-8139, USA
Tel.: ((302) 731-1600 or (800) 336-READ.

Computers and Advanced Technology in Education (CATE) '99
May 5 - 8, 1999
Philadelphia PA,
Information: International Association of Science and Technology for Development, 1811 West Katella Avenue, #101, Anaheim, CA, USA 92804,
Tel.: (714) 778-3230;
Fax: (714) 778-5463;
E-mail: iasted@iasted.com

ICAE Sixth World Assembly
May 16 - 24, 1999
Ocho Rios, Jamaica
includes Learning for the Millenium First International Follow-up to CONFINTEA V
May 18 - 20, 1999
Information: ICAE, 720 Bathurst Street #500, Toronto, ON, , Canada, M5S 2R4.
Tel.: (416) 588-1211;
Fax: (416) 588-5725;
E-mail: icae@web.net

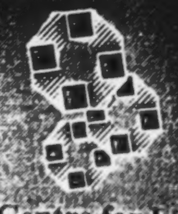
Fourth National Writing Across the Curriculum Conference "Multiple Intelligences"
June 3 - 5, 1999
Ithaca, NY
Information: Tel.: (607) 255-2955;
Fax: (607) 255-2956; E-mail: wac99-conf@cornell.edu
Web site: www.arts.cornell.edu/jskwp/wac99.html

7th International Interdisciplinary Congress on Women
June 20 - 26, 1999
Tromso, Norway
Information: Tel.: +47 77 64 58 99; Fax: +47 77 64 64 20; E-mail: womens.worlds.99@skk.ult.no
Web site:www.skk.ult.no/WW99/ww99.html

International Federation of Teachers of English (IFTE)
July 7 - 10, 1999
Warwick, ENGLAND
Information: NATE, 50 Broadfield Rd., Sheffield, S8-OXJ England,
Tel.: (0114) 255-5419;

The Centre for Literacy
THANKS
The British Council
for providing a travel grant that allowed Dr. Maggie Holgate and Jacquie Disney, co-founders of the Parent Information Network (PIN), to participate in the 1998 Summer Institute on Literacy and Technology.

Summer Institute 1999



The Centre for Literacy
in cooperation
with

Georgia Tech

LIFELONG LEARNING
NETWORK

Literacy and technology: Can less be more?

Adapting
to current social demands..

Adapting
to the realities of teacher knowledge..

Adapting
to current funding levels..

Can adult basic education adequately serve its growing clientele?

A participatory institute
June 27 - 30, 1999
Montreal, QC

Details in January 1999.

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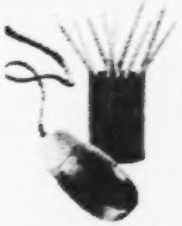
Georgia Tech
LIFELONG LEARNING
NETWORK
in cooperation with
The Centre for Literacy



1999 Winter Institute
January 27 - 29, 1999, Atlanta GA

Technology and Adult Basic Education: The Changing Role of Teachers

As the use of technology proliferates in the adult basic education classroom, some educators suggest that teachers may be expected to shift roles from a traditional didactic to a more facilitative one.

The 1999 Winter Institute will provide a forum where the ramifications of technology on adult basic education teaching can be explored.

Guiding questions include:

- Does the use of technology in Adult Basic Education (ABE) require changes in instructional approaches? in student assessment? in program evaluation? If so, what specific changes are called for?
- What research and information support proposed changes in any of these areas?
- Has the use of technology in ABE resulted in changes in any of these areas so far?

Information: Barbara Christopher, Georgia Tech's Lifelong Learning Network, Tel.: (404)894-0561 or Email:barbara.christopher@arch.gatech.edu

The Center for the Study of Adult Literacy at Georgia State
in collaboration with

Georgia Tech Lifelong Learning Network, Laubach Literacy Action, The Centre for Literacy of Quebec and The Canadian Congress for Learning Opportunities for Women (CCLOW)

International Conference on Women and Literacy
January 24 - 26, 1999
Atlanta GA

(immediately preceding the Winter Institute)
The program will focus on Women and Literacy as related to Welfare Reform, Domestic Violence, Health, and Ethnicity.

Information: Sandy Vaughn, Center for the Study of Adult Literacy, Georgia State University, University Plaza, Atlanta, GA 30303-3083, Fax: (404) 651-1415;

British Council International Seminar

Developments in basic education: raising literacy and numeracy standards

February 7 - 12, 1999
London

This seminar, directed by Alan Wells, a founder and current Director of the Basic Skills Agency in the UK, is designed for "senior government officials and education policy makers, as well as senior practitioners and researchers involved in the field of education." Among the topics are early prevention, developments in primary and secondary schools, the post-16 sector, the world of work, parents, quality assurance, and involvement of non-educational organizations. Participation is limited to 50.

Information: International Seminars, The British Council,
1 Beaumont Place, Oxford
OX12PJ, United Kingdom,
Tel.: (011)-44-1865 316636
Fax: (011) 44-1865 557368
E-mail: international.seminars@britcoun.
Web: www.britcoun.org/seminars/

CALL FOR PAPERS

Learning Disabilities Association of Canada (LDAC)
12th International Conference
"Learning Disabilities and ADHD: Transitions through Life"

Sept. 30 - Oct. 2, 1999
Winnipeg, MN

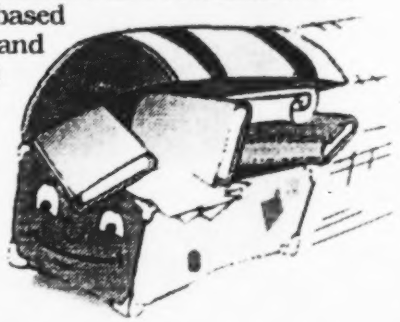
LDAC invites proposals from Canada and the US for workshops, instructional sessions, symposia, panels or poster sessions. Some possible strands include: Diagnosis/Assessment,Current Research, Behaviour, Transitions, Instruction, Advocacy and Technology. More details on themes and criteria for submissions are available from LDAC.

Deadline: October 31, 1998

Travelling Resource Trunks

These trunks provide resources to teachers and tutors who do not have easy access to materials due to time or distance. Although they are designed for providers of literacy and adult education, many of the materials are usable by teachers and coordinators in high school, college and community-based settings. All trunks contain sources and ordering information for items. There are currently 7 trunks in circulation and others being developed in response to demand. They include:

- **Learning Disabilities (2)**
- **New Materials**
- **Numeracy and Technology (2)**



NEW in 1998

- **Family Literacy & Women Trunk**

This trunk focuses on the issues and practices around family literacy, including ways in which parents can be involved in children's learning. It also provides materials and information on women's literacy programs and basic skills upgrading in women's education.

Health, Communication and Literacy:

- **Health, Communication & Literacy**

This trunk has been designed for people working in the health-care sector as well as for teachers who want to include health-related materials in their literacy or basic skills teaching. It has background on providing health information to clients with low literacy or no literacy in the official languages. It contains guidelines on writing patient information in clear language and using visual media, and provides examples from many settings. Files are organized by subject with several focusing on areas such as cancer, women's health, and others.

Virtual
CELEBRITY
Auction
Virtual
CELEBRITY
Auction
Virtual
CELEBRITY
Book Auction

Virtual Celebrity Book Auction

Check it out on www.nald.ca/book auction

The virtual Book Auction you have been waiting for will be launched this fall. Celebrities from near and far have donated autographs, photographs, and books they have written or books that have inspired them.

The funds raised by the auction will benefit adult learners across Canada through educational bursaries and literacy programs. Sponsoring organizations: Canadian Congress for Learning Opportunities for Women (CCLOW) and Literacy Link Niagara.

Visit the site listed above or the CCLOW homepage-- www.nald.ca/cclow.htm -- to preview items, or contact Literacy Link Niagara, Tel.: (905) 641-2252, ext. 2222; Fax: (905) 682-2298; E-mail: literacy@mergetel.com

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Workshops and seminars 1998-99

Times are hard in the community-based, health and education sectors. Budgets are tight, staff have been cut, and those remaining are stretched beyond capacity. Yet needs have never been greater. While organizations lobby for more resources, day-to-day demands have to be met. The theme of this year's program is how to draw on low-cost or no-cost resources in our families, communities and environment, both real and virtual.

Helping children with learning disabilities: A series of workshops

This series of workshops is co-sponsored by LDAQ Montreal Chapter 1, and Community Recreation Leadership Training (CRLT) at Dawson College.

Learning disabled and ADHD children frequently become adult literacy clients. By enlisting family and school in early intervention and support, we can prevent some of those later problems.

ADHD kids in the classroom: Improving the odds

Leader: Bluma Litner, Concordia U.
Date: Wednesday, October 14, 1998
Time: 5:30 - 9:30 p.m.

Tricks of the trade: Early screening and response

Leader: Barbara Bobrow, Learning Associates of Montreal
Date: Wednesday, October 21, 1998
Time: 5:30 - 9:30 p.m.

Helping learning disabled children learn: A guide for parents and teachers

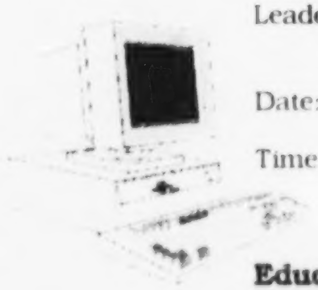
Leader: Penny Bloch, Learning Associates of Montreal
Date: Wednesday, October 28, 1998
Time: 5:30 - 9:30 p.m.

Health and literacy: Plain language is not enough

Leader: Marcia Hohn, Director of Northeast SABES (System for Adult BasicEd Education Support), Massachusetts.
Date: Thursday, February 4, 1999
Time: 5:30 - 9:30 p.m.

Poisonous Pedagogy

Leader: Isa Helfield, Adult educator, Freelance writer
Date: Wednesday, February 10, 1999
Time: 7:30 - 9:30 p.m.



Computer resources for literacy within reach

Leader: Diane McCargar, The Learning Centre, Ottawa, ON
Date: Saturday, February 20, 1999
Time: 9:30 - 12:30

Education & Technology Month

February - March 1999

A month of software previews, seminars and public discussions.

For details, visit our Web-site:
www.nald.ca/litcent.htm

For information, call Beth Wall,
Tel: (514) 931-8731, local 1415.
Fax:(514) 931-5181, e-mail:
literacycntr@dawsoncollege.qc.ca.

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AVAILABLE AT THE CENTRE

Working Papers in Literacy

No. 1 *Perspectives on IALS*, Graff, Street, Jones
No. 2 *Media literacy, information technology and the teaching of English*, Abbott and Masterman
No. 3 *Behaviour and beliefs of volunteer literacy tutors*, Hambly

Paper No.1 is on our Web site.
Print copies of all Papers can be ordered.
Price: In Canada, $6; US, $7.:
Overseas, $10.; prices include handling and postage

Health, communication and literacy: An annotated bibliography, 2nd edition

Produced with support from Canada Post

A bibliography with annotations on 30 articles was published by The Centre in 1995. This new edition contains the original entries plus 23 additional entries on selected articles which have appeared in health journals since 1995.
It includes a list of further articles on the subject and web sites of interest.
Price: $10. includes handling and postage.

The New Reading Disc

Read and Write Together: An activity pack for parents and children

This kit was produced by The Basic Skills Agency and BBC Education in February 1995 for a national Family Literacy promotion campaign in the UK.
Price: $15. plus $2.50 handling and postage.

As of May 1, 1998 -- PRICES REDUCED ON:

The New Reading Disc

The acclaimed UK multimedia product designed by CTAD to help adult basic learners improve their reading and writing. Built in Authoring Tool allows teachers to create local culturally appropriate materials.

The American New Reading Disc
Adult Literacy Interactive Learning Software

The American New Reading Disc

(developed by CRT at Georgia Tech) An American version of the original UK product with American topics and context, but the same prototype with Authoring Tool.

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Detailed descriptions on our Web site include a 38-site Canadian evaluation of the New Reading Disc: www.nald.ca/litcent.htm

Information on software pricing and orders:

The Centre for Literacy, 3040 Sherbrooke Street W., Montreal, QC, Canada, H3Z 1A4.
Tel.: (514) 931-8731, ext. 1415; Fax: (514) 931-5181;
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